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ABSTRACT

As a solution to the problem of disseminating information from research and development projects into the field, this project examined a number of diffusion models, developed the Omnibus Model, and tested it. The Omnibus Model consists of eight different action blocks. First, information is acquired both selectively and non-selectively, and then stored. A decision block examines the information about innovations and decides whether it is relevant to present or future needs. If that decision is positive, the information continues to flow through the system to the Communication Committee who channels it to the field via projects, local educational agencies, or the Bureau of Vocational Education. This block serves also as a gatekeeper for asking whether it is a good innovation, whether there is financial support for its diffusion, and whether there might be other more appropriate channels for its diffusion. After dissemination comes resource utilization, the provision of alternate courses to aid implementation; and then comes execution of the program by the client. Transformations in the program are monitored, and feed-back from the field provides further information which can be entered into the system via the acquisition block. This report contains an analysis of the activities of the diffusion program during the first year, is supported by flowcharts, sample forms, and sample publications. (WBC)

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ED135404

DEVELOPMENT OF A MODEL RESEARCH AND DEVELOPMENT INFORMATION DISSEMINATION PROGRAM FOR THE KENTUCKY BUREAU OF VOCATIONAL EDUCATION: THE OMNIBUS DISSEMINATION PROGRAM

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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0.1. Abstract

Development of a Model Research and Development
Information Dissemination Program for the Kentucky
Bureau of Vocational Education: The Omnibus Dissemination Program

Project Duration: June 1, 1975 to August 30, 1976

The goal of this project was to develop a general information model around which an information dissemination program could be built.

This project developed such an administrative model (based upon a model developed by Yovits and Ernst) and proceeded to establish communication activities within the model's framework.

This report presents information pertaining to: presumptions accepted in the development of the model; development of the model; the communication activities implemented; and the recommendations of the project director in terms of the implementation of such a program.

0.2. Acknowledgments

Within the past two years the educational research and development community has begun to be criticized for reasons which may be at least partially undeserved. Program evaluations by state legislatures and the Congress are finding that millions of dollars have been spent on educational research and development efforts but that few of the innovations produced by this effort are making their way into the schools. *Impact* has become a watch word and is used more often as a noun than as a verb.

However, even with this near demand to see innovations moved from the test site to the field, little support is offered for the one vehicle which is meant to accomplish just that end: a dissemination program. Dissemination is seen as a stepchild function and is usually considered an adjunct to the public relations program. A National Academy of Science study of the impact of vocational education research and development even reported that dissemination efforts are "neither as far reaching nor as concentrated as might be desired. Evaluation and dissemination efforts have been hampered and sometimes eliminated because of lack of funds."[1]

For this reason support for the communication approach to the implementation of educational innovations has been almost nonexistent in vocational education and has caused a tremendous misunderstanding of the role and function of dissemination personnel. Yet with this problem existing there have been bright spots created by professional educators who are concerned about the problems of implementation and cognizant of the opportunities offered by the dissemination program.

In this regard I feel that it is important to acknowledge the assistance of people within the Kentucky Bureau of Vocational Education who were most helpful in the creation and direction of the Omnibus Dissemination Program:

Dr. Floyd McKinney, currently of Texas A & M University, who as Director of the Vocational Program Supporting Services Division championed for the program and helped the project director to understand the philosophical foundations of vocational education upon which innovations must be built.

Dr. Robert Schneider, currently of Western Kentucky University, who as Director of the Bureau's Resources Development Unit helped to move dissemination from a "stepchild" function to a professional service.

Dr. B. Glen Davis, Director of the Research Unit for the Kentucky Department of Education, and Mr. Lou Perry, Coordinator of Exemplary Programs for the Bureau of Vocational Education who insured the best possible working conditions for a dissemination program by making dissemination a major portion of the vocational education research and development program.

I would also like to acknowledge the help and assistance of Mrs. Martha Copeland, to whom most of the "nitty-gritty" of running the project fell, and Mrs. Sara Goins who was responsible for the layout and graphic work which appears on the Omnibus Project documents.

If there is any one major discovery as an outcome of this project, it is that no program of communication can be successful without the help of people such as those mentioned above.

0.3. Project Agreements

AGREEMENT OF EVALUATION

By the submission of a research, exemplary, or dissemination project proposal to the Bureau of Vocational Education, those submitting this report understand that they agree to assist and cooperate with the Bureau of Vocational Education in the measurement of the impact of the project at some future date after the termination of the program.

AGREEMENT OF RECORDS MAINTENANCE

Those submitting this proposal understand that project files, documents, materials, records, and correspondence must be kept available for a period of a least five years. Such files have been turned over to the Resources Development Unit.

AGREEMENT OF ASSIGNMENT OF RIGHTS

Those submitting this proposal understand that all project records, data, plans, suggestions, recommendations, materials, records, correspondence, and so forth which have been prepared, developed, or instigated (in whole or in part) as part of this project are the property of the Kentucky Department of Education. To this date all such materials have been supplied to the Resources Development Unit.

AGREEMENT OF NONDISCRIMINATION

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance. This project was conducted in compliance with this Act as well as Title IX of the Education Act of 1972.

1.0. Introduction

1.1. The Information Problem

There is a giant river flowing around most educators and they probably do not even realize it. It is a river so deep and broad that few people understand its true nature and even fewer realize the hazards of swimming in it: it is a River of Information. One doesn't need to be an educator to know about this river because it is evident every day at newsstands, on television, and on the radio where literally thousands of millions of pieces of information are produced daily for the consumption of information seekers.

This report describes how one program, the Omnibus Dissemination Project, was conducted to help Kentucky Vocational Educators keep their heads above water.

The first notion to consider in reading this document is that the flow of information does indeed start out as a river does: from small pools and ponds which feed streams. In vocational education these pools are usually the pools of information which are collected by research and development programs, curriculum development programs, teacher educators, and other teachers.

This information can take many forms: guidebooks; research reports; curriculum outlines; abstracts; and so forth as all of this information feeds the river.

It is impossible to get a true feeling for the immensity of the information utilization problem with any one fact, or in any one place, but one measure of the size of the information flow might be the *AIM/ARM Annual Index* which in one issue listed more than 5,000 new project titles.

If only one-half of these projects are considered successful, and if one assumes that each of these successful projects will produce only one project product, with each of these products containing only ten items of information which are important to vocational educators, then there are still 25,000 bits of "good" information produced in one year which the educator might be interested in.

A teacher, then, who begins teaching at the age of 21 and teaches until retirement at the age of 65 could possibly have 1,100,000 useful pieces of information to draw from during a working lifetime: and this figure only takes into account materials listed in AIM/ARM.

The *AIM/ARM Index* is, though, an imperfect indicator of information available because its collection is selective. It only covers a small fraction of the vocational education research and development program and does not include information produced by industry, local governments, teacher educators, and much of that produced by universities and individual teachers.

Moreover, the *AIM/ARM Index* is not the only index for retrieval of information sources. Lockheed Information Systems' Dialog® Information Retrieval Service advertises over 12 million continuously available references from 35 principal data bases.

One consultant has even reported that if one were to consider only information which is produced by the United States Army which would have implications for vocational education, that information would about double the total amount offered by AIM/ARM in any one teacher's lifetime.

A variety of factors has produced this phenomenal growth of information, and any analysis of these factors could well be beyond the scope of any one report: but some can be traced to specific trends and events. The Soviet success in launching Sputnicks I and II is a prime example (Dickerson, 1971).

Another factor which has always fed the growth of educational research and development programs in vocational education, is the simple one that progress demands it. If one wants environmental protection devices on automobiles, a strip-mine land reclamation program, a modernized hospital program, better trained electronic technicians, or a better mousetrap, the road to it is vocational education research and exemplary programs. The developmental groundwork must be done before the workers and technicians can be trained. Moreover, the theme of educational progress has not in the past required that a specific goal be established before research is funded. Research money has often been seen as "seed money" because, even though it is geared to no specific result, new knowledge techniques are expected to germinate in the future. This "seed money" approach has tended to generate a great amount of research with no plans for implementation.

Finally, a very strong factor contributing to the growth of research is that educational research and development programs inevitably produce more complex and costly research and development. Since the fruits of research and development are technology, ideas, knowledge, and educational products, it is obvious that research and development opens the door for more research and development. Competency Based Vocational Education, for example, was the result of research and development. Now, widespread acceptance of the concept of CBVE has sent other researchers to find out what effect it is having, how it can best be implemented, and how it can best be directed.

A variety of factors, then, has led to this enormous flow of information. What the educational disseminator needs to realize is that every educator is in a river of information, and that the river is at flood stage. The service which the disseminator must offer is one of keeping educators from being drowned in an information overflow.

1.2 The Pre-Project Situation

A high priority of a state agency, and the research and development forces with which it interacts, should be to contain and control this river of information in order to keep as many heads above water as the agency possibly can. This can only be accomplished through *communication.*

There are many, many definitions of communication, but since this report has been considering the notion of a river of information the river should be kept in mind by saying that we communicate when we move information from one point to another. Since the word "communicate" comes from the Latin *communicatus*, meaning to impart, share or pass along, this definition is probably a good one for the purpose of this report.

Given the necessity of a high priority for dissemination, the research and development product places the research and development agent in a rather toothy dilemma: the products of educational research and development being numerous and diverse decreases the chances of research innovation implementation, while at the same time, the product being expensive, there is a great demand that research and development monies not be wasted by the innovation not being disseminated.

As Cutter noted in her report on dissemination activities conducted by nine state education agencies:

> Recent years have seen a growing emphasis upon moving ideas, good practices, from their source -- the researcher's study or the practitioner's classroom -- to other settings where they might be used.[2]

With this in mind many states, including Kentucky, have attempted to establish and maintain statewide research and development information dissemination systems which are meant to facilitate the transmission of educational knowledge.

In Kentucky, while a public information program had been in place for some time in the Department of Education's Bureau of Vocational Education, efforts to establish a general dissemination program for professional/technical information were initiated in 1972 with the establishment of the position of Coordinator of Information Dissemination within the Resources Development Unit. The Resources Development Unit is one of four units in the Bureau's Vocational Program Supporting Services Division and has as its main function the coordination of the research, development, exemplary and dissemination programs. Organizational relationships to other Bureau units are indicated in Figure 1.2.1. and 1.2.2.

The Coordinator of Information Dissemination was operating his program out of a $2,500 printing budget which included funds for the printing of materials for the entire unit. The Coordinator's resources included: a collection of research materials contained in the Bureau's Resource Room; access to a limited collection of journals and professional reference materials; and the Kentucky Department of Education's complete ERIC microfiche file and accessing system.

During this period a number of activities had been initiated to disseminate vocational education innovations produced by the Kentucky vocational education research and development program. Those activities were, unfortunately, only partially successful because of the piecemeal approach which the lack of funding imposed, and the lagging development of a systemized program. The main component of this program, for example, was a quarterly technical journal titled *TEMPO*. *TEMPO* was being produced as a minor research project, rather than as a part of a total program, which caused it to be printed only once during its first publication year. (Sims, 1975)

Kentucky's dissemination program in vocational education was trying to move innovations from the information producer, usually someone in a college or university, to the information user, usually a teacher or administrator in the field, but the approach was found to be piecemeal and usually consisted of merely the mailing out of project final reports.

This is not to say that there were not program bright spots. The Kentucky Department of Education did have a full ERIC microfiche file and the means, via computer search, to access specific documents. The Bureau of Vocational Education did have the framework for a high impact, quality, communication vehicle: *TEMPO*. And lastly, the staff of the Resources Development Unit was aware that if the research and development program was to ever have any positive impact on students and teachers it had to be through an active, coordinated, dissemination program. The "million dollar shelf" had to be cleared and that information put to work in the field.

1.3 Approaches to the Development of a Program

In developing a program to meet the goal of delivering information to the field, the project established a list of administrative presumptions:

Presumption A

The project assumed that there was a need for communicating information about innovations produced by the research and development effort.

Presumption B

The project assumed that since there was this need for communication there was also a need to reduce any noise in the communication channel. It was felt that this noise could best be reduced by the development of an organized linkage system and application of the notion of redundancy. The principle of redundancy here being that misunderstanding decreases as the application of the appropriate information increases.

Presumption C

Since the end purpose of the program was to be change, it was decided that the attempt should be made to *diffuse* innovations rather than just *disseminate* them.

In most educational organizations the terms dissemination, diffusion, public relations, and public information are used in so many different ways, and are bandied about in such situations and manners, as to make them almost synonymous. The unfortunate happenstance is that because the terms are used interchangeably there has been a "semantic delusion" develop that the activities defined by the terms are the same.

As Kester and Hull (1973) have noted, a great deal has been prepared and written in the area of the diffusion of innovation. Books by Havelock (1969, 1973), Rogers (1962), Todd and Kibler (1975), Rogers and Shoemaker (1971), and others have summarized numerous publications which have addressed the topic of innovation diffusion from several perspectives. The definitions of dissemination and diffusion used in this project are in the main taken from the National Association of State Advisory Council Chairmen (NASACC) and their publication *Sharing Educational Success* (1974)*.

Diffusion is defined within the confines of this project *as the process by which a validated practice or a solution to a problem is spread from the field test to its ultimate users or adopters*. Diffusion involves, then, the following levels: awareness/interest; trial; installation; institutionalization; and evaluation.

The project defines dissemination as *the act of creating an awareness of, or interest in, selected programs (i.e., validated practices that are solutions to needs or problems) among identified audiences*. The operational words, one notices, are "awareness" and "interest."

Diffusion is, then, within the context of the Omnibus Project, a much larger concept than dissemination and requires more planning and greater allocation of organizational resources to be effective.

The Omnibus concept of diffusion – with dissemination being an awareness-interest stage in a process involving various other activities – is remarkably similar to the Yovits and Ernst (1968) information model which will be discussed in more detail in Section 2.1.

The project's wish is to diffuse innovations, but by the very nature of the diffusion process they must be disseminated first.

Presumption D

The diffusion system employed should be set up so that it can be expanded horizontally and vertically on many levels.

Really very little is known about the strategies and tactics of the dissemination process. What is known is that the closer the process places the development and dissemination of an innovation to the potential user, the greater the likelihood that the innovation will successfully be diffused. In other words, a teacher is more likely to accept and use an innovation which has been developed by another teacher in a neighboring school, than accept an innovation produced by university personnel 1,000 miles away.

It is really only a matter of common sense. We are each far more likely to borrow a cup of sugar from our next door neighbor than from a stranger in another state. The difference is not one of kind of response, but quality of response.

Presumption E

The diffusion system must be able to channel its inputs through a series of "gatekeepers."

Reconsidering our notion of the river of information we might remember the problems that rivers can cause: too much water, too little water, and so forth. One of the ways in which we control rivers so that they will not constantly be going through a cycle of drying up followed by a period of flooding is to set up a series of "floodgates" along the river's path. The purpose of our informational gatekeepers is much the same: to determine the flow of the river and decide how much information needs to flow through it to prevent informational flood and drought.

---

*This document was made available to this author in draft form only. The definitions used are taken from the draft and should not be construed to be the final attitude of NASACC.

Presumption F

The system should offer the potential information user a number of courses of action which will assure flexibility.

Most specialists in organizational management will agree that any organizational structure needs built in flexibility. A communication management system is no different.

In this regard the Omnibus program hoped to develop a "pro-active" rather than a "reactive" system. For example: Let us assume that Congress were to mandate that every school receiving Federal funds will teach a course in metric education. This is not too inconceivable given current activities in the area and the importance and cost of the changeover from the English system to the metric system.

A law would be passed which would be sent to every state informing them that metric education should be worked into their programs under threat of loss of Federal funds.

The chief state school officer in each state would probably then hold a staff meeting and tell them to take a "hard look at all programs while thinking metric."

The staff could begin searching for metric education material by: going to the library; asking other educators; and maybe asking those responsible for the dissemination of information within the state department of education. The dissemination staff would probably "react" to the request by offering the person making the request whatever material on metric education they might have on hand. This is the reactive approach.

In the case of mandated metric education the dissemination approach could have been a "pro-active" one. That is, the group responsible for the dissemination of information within the state would know well in advance (through surveying, or task forces, or by following materials published by the Congress and various other opinion leaders) that the law was to be passed, and they would have prepared well in advance special materials on subjects relating to metric education while developing a systematic means of insuring that these materials were placed in the hands of educators who would use them.

Because of the inherent flexibility of the pro-active system – strong effect provided well before any problems arise – this method of dissemination was selected for the project.

Presumption G

The system should be organized in such a way as to allow for transformation and feedback.

Probably most people have, at some time or another, bought an automobile. After filling the tank and scraping the sticker off of the window, the next thing which people usually do is make their car their very own in some visible way.

The communicator may find auto buying a poor way to introduce a discussion of transformation and feedback, it is really not because educators usually do the same things with innovations. If one were to have given a local education agency a package of curriculum materials on metric education, it would undoubtedly be amended to meet local demands, needs and desires. This is a positive change and the disseminator should desire that members of the client population feel free to make the innovation their own.

This process of changing materials is called *transformation*.

A part of this process must include some monitoring of the system, however, because someone, somewhere, may make the metric education packet which we sent to the field even better than it was when initially disseminated. If the diffusion system has built in feedback loops, changes made in the field can be monitored and materials updated.

Presumption H

The diffusion system must take into account the limits placed on communication resources.

Finances are always limited along with manpower and work hours. For this reason the diffusion system must be cost and time effective.

What this means constructively is that the disseminator will be limited to media which do not demand a high degree of technology (such as is demanded by radio and television) and which can be easily aimed to impact on specific target groups.

2.0. Developing a Program Model

2.1. Model Analysis

In developing the system any number of communication models were available once the presumptions were accepted.

The earliest project activities as part of the Omnibus program included a comparison of available models.

The Rogers Diffusion Model (see Figure 2.1.1.), which moves from Awareness to Adoption by moving through levels of Interest, Evaluation, and Trial, was superimposed over the Specialized Diffusion Model (see Figure 2.1.2.) which moves through the levels of Awareness, Interest, Trial, Installation, Institutionalization, and Evaluation. Both of these models seemed to have a striking resemblance to what has been called the General Information System (see Figure 2.1.3.). This system inserts a new block, Acquisition of Information; merges Awareness and Interest, calling it Dissemination; merges Trial and Installation, calling them Decision Making; changes the term Institutionalization to Execution; inserts the process of Transformation (which was discused above); and terms Evaluation "Feedback."

From this analysis of models the project was able to begin the development of a system which had the general models as its base. For want of a better term this was called the Omnibus Model, as it was seen as encompassing the major components of the communication system.

The Omnibus model progresses in this manner:

Phase I:	Information Acquisition and Storage
Phase II:	Awareness—Interest—Gatekeeper (the phase usually referred to as the Dissemination Block)
Phase III:	Decision Making
Phase IV:	Resource Utilization
Phase V:	Execution
Phase VI:	Transformation
Phase VII:	Feedback

On balance this model (see Figure 2.1.4.) is a direct expansion of the assumptions made by the above mentioned models. The model which shows the most influence on the project, however, was the Yovits and Ernst (1968) model which we spoke of earlier.

Professionals in the field should be concerned with the properties, organization, manipulation, structure, control, and use of information outlined in the diffusion process. They should be concerned with the process existing as an information system so that it can be viewed in terms of design, components, operation, and evaluation. In order to analyze relationships which could be used to generate principles of information flow and transfer, the Yovits and Ernst model was developed (see Figure 2.1.5.). Within the context of the model, information is defined as the data of value in decision-making.*

Yovits and Ernst describe the process of the model as follows:

> The system is comprised of four essential functions. There is an Information Acquisition and Dissemination function (IAD), a Decision-Making function (DM), an Execution function (E), and a Transformation function (T) . . .
>
> The DM function represents any system component accepting an input from the IAD, and providing an output to E. The DM may be an individual person, an organization, a man-machine system, or simply a machine system. In all of these cases, the DM transforms information into courses of action which are in turn transformed into observable actions. The input to the DM is information, some of which may be stored or held in memory. The DM makes decisions on the basis of the information available at some particular time. However, it is assumed that decisions are always made individually, serially, sequentially, or in parallel. Of course, the decision-making process may be delayed. This is usually the case when more information is necessary. By and large, however, the decision-maker is responsible for the generation of observable actions and will eventually make decisions that will lead to these actions . . .
>
> A very significant point concerns the closing of the feedback loop to the DM. In any system this loop must be closed to provide a basis for retaining or altering the courses of action disseminated and it is only on this basis of closure that the DM is able to refine or alter decisions intelligently. Such feedback is always present whether or not it is explicitly considered.[3]

With this approach one sees developed a model of the conceptual flow of information from the point of acquisition through the activities of storing, retrieving, disseminating, decision-making, converting decision into observable actions through the execution function, and measuring these actions which provides a means of collecting data that are transformations of the observable actions. This data is disseminated to the decision-maker for refinement or alteration of decisions.

It is essential to realize that subsystems and action points are necessary to any generalized information system. These may even be external systems involving activities such as public information and public relations. In most situations public relations (PR) and public information (PI) are viewed as being one and the same activity. The two terms are quite different and separable, however, as PI tends to refer to an informing of the public without regard to the effect which it might have, while PR refers to a communication which has as its basis persuasion and the molding of opinion. Within the Omnibus model the inclusion of a consideration of both PR and PI is made because it is within the nature of the communication system that internal subsystems and external systems tend to introduce variables which infringe upon the generalized information system model. If all the pertinent external clients are not well informed as to the need for an innovation, the information flow may stop or be diverted, or the information may be inaccurately transmitted. It is hoped that such breakdowns can be caught well in advance and corrected via the PI/PR module.

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*Within the context of the Omnibus Model information will be defined as that which reduces error.

Once the basic model had been selected, the project was able to develop a system model which showed information flow (see Figure 2.1.6.).

This basic model was broken down even further to take into account the presumptions described above, and from this simple model a specialized, activity related, program was developed.

This program became the implementation device and dissemination program for the Kentucky Bureau of Vocational Education's research and development program. The program was field tested during the 1976 fiscal year and is currently in operation.

3.0. The Action Program

3.1. Information Acquisition Activities

As it is currently being operated, the program is made up of eight different action blocks.

The first is the Information Acquisition Block (see Figure 3.1.1.). Information can enter any system on one of two basis: it can be information which was actively and selectively sought in order to solve a particular problem; or, it can be information which enters the system non-selectively but is stored in the hope that it will some day be of use in problem solving (see Figure 3.1.2.). A good example of selective search would be an ERIC search which is conducted in the hope of finding information which will solve a specific problem. An example of the second case would be the general perusal of a journal in the hope that it will contain something which the reader will find to be beneficial.

After information has entered the system, be it material which has been selectively sought or not, it must flow through a decision block where a questioning procedure must go on: Is the information, or is it not, relevant to any forseeable problem? In many unstructured acquisition systems this decision block is the weakest part of the information chain. The problem is not one of information being rejected from the system as irrelevant when it indeed is (a type I storage error), but it's being accepted and stored when it is indeed not useful in problem solving (a type II storage error).

Given the presumption that manpower and resources are limited the type II error usually causes an overloading of the diffusion system at the entry point which not only decreases the flow of the system, but actually decreases the statistical opportunity of coming up with a solution to a problem with information on hand.

Consider this situation: Let us say that the total set of possible solutions to a given problem *A* which exist in an information storage system is ten. If no other information is stored in the system, a searcher has a 100% chance of finding the solution on the first chance and on every chance after the first one.

If we were to now add ten more bits of information to the system, of which not one is the solution to the problem *A*, our chance of obtaining a solution to *A* on the first chance is only 50%. If we were to add 50 more such bits, it would be ten in 60; 100 more, ten in 160; 1,000 more ten in 1160, and so forth.

But not only has the chance of a correct problem solution to *A* on the first "hit" decreased, the time it takes to search the file has increased and the chance of selecting a second or third solution, rather than a first one, has increased.

For example: Given a file of 1000 bits, where only one is a solution to *A*, and where it takes one unit of time to search one bit, it could take 1000 units of time to come up with one solution. If this file could have been reduced by one-half (by the deletion of unnecessary or superfluous bits for example), it would only take half as long. In this world of high speed computers which search card files for magnetic bits of information in nanoseconds this may not seem important, but given a situation where *a* researcher is searching journal articles or publications which have not been computer indexed, the time saved by a process which deletes unnecessary material may save days or weeks.

At the same time, the inclusion of unnecessary materials may cause the searcher to come up with a correct decision, but not the best one. Let us assume a library with 50,000 books which have not been indexed or are not adequately indexed. Three of these books will solve *A*, but of the three one solution will solve it with a cost of $5,000, one a cost of $2,500, and one at no cost. If the searcher were to come across one of the solutions to which a cost is attached before coming across the "no charge" solution (particularly if it is as the result of a long and arduous search), chances are that the less attractive solution will be accepted if the cost seems reasonable. By reducing the file to be searched the statistical likelihood that the best solution be found is increased.

In the development of criteria for document selection these above mentioned examples should be taken into consideration. The disseminator must remember that it is not as important to have information on hand as it is to know how and where to find it.

Information which is not relevant, or which is only peripherally relevant, should be noted and outputted. As we have noted a type II storage error is much more serious than a type I error.

Once information is deemed to be relevant, acquisition activities should take place. In the Omnibus Model the reader will discover that information acquisition activities have been divided into two phases. The division is entirely arbitrary and is based upon what search activities were being conducted when the program was field tested.

Phase I includes activities which are common and probably current in most state education agencies: ERIC system inputs; correspondence files; SEA originated material; USOE reports; and a journal file. Phase II includes planned expansions of the acquisition activity or short term acquisition programs such as: system audits; information gathered by special committees or task forces; book or media purchases, and the like.

3.2. Information Storage Activities

The second major block within this subsystem is Storage (see Figure 3.2.1.). Once the information has been determined relevant and acquired it must be placed within the system so that it can be accessed. A decision block ("Is there a need to store") introduces the segment and is inserted based on the philosophy of reducing type II storage errors.

Once the decision is made to store several levels of storage should be considered.

These levels are prioritized and run from a position of short term, easy access, storage to a position of long term, closed, storage. In the Omnibus Project five levels of storage were established for accessing.

1. *The Bureau of Vocational Education Resource Room*: A reference room for professional staff members which is set aside within the Bureau main offices for short

term storage. The main contents of the Resource Room were to include: newsletters; journals; planning and evaluation documents; research reports; and works of general reference.

2. *The Kentucky Department of Education Microfiche File*: A file originally established for ERIC document microfiche storage, procedures were established to use this store for long term documents which could effectively be reduced to the micro format. This required the microfilming of documents to be stored followed by the microfiching of the film.

3. *The Kentucky Department of Education Materials Center*: A professional materials center for Kentucky educators, this library houses a collection of thousands of documents as well as a rather complete periodical list. Documents produced by the dissemination program which had applicability to educators throughout Kentucky were included in these holdings. Through the center copies of these documents were also made available to the Kentucky State Library and Archives, branch libraries, and university libraries.

4. *The ERIC Information System*: All documents which were produced as portions of research or exemplary projects were submitted for inclusion in the ERIC system. Moreover, documents produced or accessed through the dissemination program which were appropriate for ERIC inclusion were also submitted.

5. *Closed Storage*: Documents which had long term value, but were not so necessary that they need be accessed on a daily basis, were placed in closed storage. These documents were placed in a coded storage box. At the dissemination program office a record was kept of these documents along with the box code necessary for retrieval.

Two other levels of storage were considered early on in the program but were never implemented as part of the system. These were the Management Information System and the Occupational Information System. Both were to have been implemented within the Bureau of Vocational Education, but as of this date only the Occupational Information System has been established and it is not readily accessible. These information components have a place in the dissemination program and should be made a functioning part of any information storage system.

A breakdown of storage system, documents included, accessibility, access technique, and potential for type II storage errors is included in Figure 3.2.2.

Following the Storage segment and preceding the Awareness and Interest Activities is an important decision block (see Figure 3.2.3.). At this point the manager of the communication system must determine whether or not the innovation needs to be disseminated (awareness and interest activities begun) or, there being interest in the innovation already, passed on to a segment further along in the diffusion system. The manager must also ask again if, once the information has been stored, there is any need for dissemination or diffusion. If no need is seen for these activities, the movement of the information through the system should stop.

Numerous criteria can be established to aid the program manager in making this determination. In the Omnibus Project, for example, a special form was prepared for project monitors regarding their recommendations on the dissemination of project final reports (see Form 3.2.1.).

Approaches to the problem of setting these criteria can be quite varied, but within the confines of the project the following base criteria were used:

A. Is the innovation validated in terms of success?

B. Is the innovation transportable?

C. Is the innovation truly an "innovation"?

D. Is there a need for this innovation in the field?

E. Is there evidence of interest in, or awareness of, this innovation within the potential client audience?

If the answer to all of the questions was "yes," dissemination was bypassed and the item went on to block IV, the Communication Committee/Gatekeeper (see Figure 3.5.1.). If the answer to *A* through *D* was "yes," but *E* "no," the innovation was passed on to the dissemination block. If the answer to *A* through *D* was "no," the innovation was stored but its movement through the system concluded.

It would be advisable, however, to keep in mind that these criteria were used as "rules of thumb" only. Each innovation should be considered for its own unique facets and managed accordingly.

3.3. Awareness and Interest Activities (Dissemination)

Within the context of the Omnibus Project, dissemination was defined as being the awareness and interest component of the diffusion process. As such, Block III of the model (see Figure 3.3.1.) was considered to be the dissemination component.

Four of the presumptions which were discussed in Section 1.3. were considered in the development of this major process component:

Presumption B — there is a need for an organized linkage system and application of the principle of redundancy.

Presumption D — the system employed should be set up so that it can be expanded horizontally and vertically on many levels.

Presumption E — there is a need for "gatekeeper" decision blocks.

Presumption F — the system should offer a number of courses of action which will insure flexibility.

As such this block was divided horizontally on four levels and vertically on from two to seven levels. For the purpose of this document each will be discussed based upon the horizontal division

3.3.1. The Project Level

The very nature of innovations makes it almost a condition of dissemination that the majority of innovations will be developed by research and development projects. A great many of these projects will not be funded in such a way that the manager of the dissemination system will have input into the project, but to the extent that the dissemination manager does have input every effort should be made to see that projects develop their own dissemination plan and activities. In the project dissemination plan the project director should describe the plans for disseminating the results of the project which are planned in addition to the traditional activities of preparing a final report and articles for publication.

The project proposal should list possible products which could be disseminated, the audiences for which these products would be available, and the methods by which these target groups will be made aware of the project and its outcomes. The project personnel should also give particular attention to making provisions for the demonstration of the exemplary features of the project during the process of the project, and for seminars, conferences, and workshops to be conducted while the project is in progress and when the project has been completed.

The Omnibus Project, working through the Bureau's Resources Development Unit, developed procedures for early input by dissemination staff into project proposals. A dissemination plan was required for a project to be considered for funding; an explanation of the project dissemination plan was included in the Bureau of Vocational Education's Guide for the Development of Proposals, Progress and Final Reports (1975); and a special document on planning the project dissemination program was prepared (Sims, 1975).

To insure flexibility of project dissemination plans special funds were set aside within project budgets for dissemination activities (exclusive of the printing of final reports) and the Omnibus Project established procedures to make Dissemination Mini-Grants available to projects which produced unplanned innovations or important project spin-offs.

3.3.2. At the Local Education Agency Level

As we noted previously, Presumption D argues the notion that the closer we have innovations being disseminated to the final client group, the more likely we are to have that innovation implemented. In this regard a special set of dissemination activities were planned which impacted on the LEAs.

This program was accomplished through the assignment of voluntary local vocational education link agents organized around the Pennyrile Dissemination Program model (Logan, 1976). Also included in the Omnibus Plan, but funded out of a separate project, was the Kentucky Vocational Education Demonstration School Site Project.

The Demonstration School Site concept is based on William Paisley's paper, "Recommendations for the Dissemination Program of the National Institute of Education (1972)." In it he discusses three postures which have been adopted by change-oriented agencies with regard to the products or reforms they support. These "postures" included: (1) product-advocacy in which a product is actively marketed; (2) laissez-faire in which the fate of the product is left to the market place and the astuteness of potential adopters; and (3) change-process advocacy in which the agency advocates a strategy of planning and implementing change rather than advocating particular products.

Paisley recommended the third posture, change-process advocacy, to the NIE because of the problems inherent when an agency advocates a product which is "certain to disappoint some adopters" and because of the general failure of a laissez-faire approach. His conception of the change-process advocacy approach is as follows:

> The newest posture that can be seen in change-oriented agencies is that of change-process advocacy. Instead of advocating particular products, which are certain to disappoint some adopters, the agency advocates a strategy of planning and implementing change. Although the agency favors some alternatives because it has invested in them and tested them, it does not risk its credibility in promoting those alternatives.[4]

Rather, by guiding potential adopters through a sequence of activities which take into account their needs, capabilities, and alternatives, the agency can secure a fair trial for the innovations it supports. It brings about change while preserving the voluntaristic character of the choice among alternatives. In many cases a "demonstration school" project approach has been considered the most viable form of change-process advocacy.

The effectiveness of the demonstration site concept in practice has been well documented through a number of state and national efforts, notably those funded under Title III of the Elementary and Secondary Education Act. The theoretical base of the approach is equally sound and is well summarized by Havelock.

The orientation of the dissemination program outlined in the Kentucky Demonstration School Site program generally reflects the change-process advocacy stance. Moreover, the demonstration school site approach with its emphasis on locally developed programs which are new, successful and transferrable allows for innovations developed on the local level to be identified, inputted into one centralized dissemination system, and then offered on a change-process basis to other programs which could successfully utilize the innovation.

The Demonstration School Site Program allows for innovations, which would otherwise go unused and untested, to be presented to other programs for their possible utilization. The cost to the educational system of this waste is incalculable.*

Also within the LEA dissemination activity program, the Omnibus Project expected that innovations would often be produced by field personnel who desired to disseminate their innovations but did not have the necessary funds. In this regard the project included procedures for the funding of locally produced materials and activities through a Dissemination Mini-Grant. These grants ran no more than $500 and are uaually less than $200.

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*More information on the Kentucky Vocational Demonstration School Site Program is in Kentucky Bureau of Vocational Education, Resources Development Unit, Final Report No. X99882 (4409).

A list of the documents produced by the Mini-Grant program is included in Section 4.3.

3.3.3. At the SEA Bureau of Vocational Education Level

As is unfortunately inherent in most SEA conducted programs, the majority of the activities which were established as awareness and interest activities (dissemination) in the Kentucky program were conducted at the Bureau level.

While such an approach yielded the operational disadvantages common to Presumption D, it also yielded some administrative advantages. It allowed:

A. For the coordination of the flow of information between Bureaus and their subcomponents

B. For a greater insurance of quality of information product

C. For a more adequate utilization of funds through centralized development and purchasing

D. For a quicker identification of local innovations which would be applicable statewide, as well as their transformations.

Six activities were implemented on this level:

1. The Bureau of Vocational Education's *Kentucky Vocational Education Research and Development Yearbook*. A yearly listing of vocational education research and development projects, the *Yearbook* contains abstracts on each which includes project title, directing agency, contact person, duration, funds, project purpose, and project description.

2. *INNOVATE*. The Innovate system informs selected educators of the availability of research and development project final reports and project materials via a brochure which includes an abstract and mail return card. By returning the card the educator may receive copies of these materials in microfiche, audio or video cassette (where applicable), or paper.

3. *PROBE*. Probe is a newsletter of vocational education innovations for Kentucky and is distributed every other month to individuals interested in keeping up with new and successful programs. Probe readers receive information on such topics as: new curriculum materials; new projects and their results; innovative programs; project money availability; requests for proposals; new teaching techniques; and, current trends in vocational education.

4. *TEMPO*. Tempo is a quarterly publication of the Omnibus Project. Tempo's subject matter deals with current national issues in vocational education and is distributed free of charge to vocational education personnel and friends.

5. *Vocational Education Mini-Conferences*. In an attempt to bring information users together with information producers, the Omnibus Project began a series of "mini-conferences" on topics of current interest in vocational education. These were one day conferences during which project directors or selected speakers made presentations concerning their project's and program's results, and discussed the implications of the studies with the conference participants. Topics covered included: The Results of Research on Career Education; Extending and Expanding Vocational Education; and Grantsmanship.

6. *RIVES*. The Research in Vocational Education Series (RIVES) is an ongoing professional development service of the Omnibus Project. The series offers monographs which should give the reader some insights into research and development. Booklets already developed as part of the RIVES series include: *A Guide for Preparing Proposals, Progress and Final Reports; Writing Research and Development Proposals;* and, *Using the Modified Delphi to Determine Research Priorities*.

All research and exemplary projects conducted by the Bureau's Resources Development Unit are listed in the *Yearbook*. The rest of the series is presented in priority order (i.e. all projects in *Yearbook*, poorer ones are eliminated and are not *Innovated*, better ones are listed in *TEMPO*, and so forth).

3.3.4. At the SEA Departmental Level

Some technical services are usually offered the program at the SEA level which aid in the delivery of the innovation to the field. In the Kentucky Department of Education these are offered through the Division of Publications and the Division of Dissemination.* A discussion of the services offered by these Divisions is beyond the scope of this report.

3.4. The Public Information/Relations Activities

As was noted in Section 2.1., many times attitudes in society outside of education can impact on the educational program and impede or hasten the diffusion of an innovation. Specialists in dissemination usually speak of the "actors" which affect the diffusion of an innovation, many times forgetting that the chief "actors" in the drama may not be educators at all.

Problems which have arisen with *Man, A Course of Study* evidence the difficulties which arise because of external factors influencing the diffusion process (Turnbull, et al, 1974).

For this reason a public information/relations (PI/PR) block was drawn into the Omnibus program (see Figure 3.4.1.).

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*Currently the Unit for Dissemination is in the Office of Special Programs and Services.

The PI/PR segment included activities which were ongoing within the Bureau and Department at the time of Omnibus implementation, as well as planned expansions.

3.5. The Communication Gatekeeper Activity

Presumption E spoke of the belief that a diffusion system should be able to channel all of its inputs through a series of "gatekeepers." These informational floodgates were to act as the information flow control agents selecting innovations and prioritizing them for future diffusion activities.

In this regard the Omnibus program included a Communication Task Force which analyzed information leaving the dissemination block before it was sent on for other action (see Figure 3.5.1.). In analyzing the material the task force was asked to give advice based upon certain questions:

1. Does the information being presented meet the Task Force's criteria of a good innovation?
2. If it does, do monies exist to diffuse the innovation? If not, how can they be made available?
3. Do other mediums exist which will diffuse the innovation better than the ones currently being used?
4. Does the Task Force approve of further diffusion activities relevant to this innovation?

Once all of these questions are answered the innovation can leave the Task Force for further implementation activities.

The use of the Task Force as a gatekeeper was somewhat impaired during the course of this project due to a reorganization of the Department which moved many of those who were on the Task Force out of the Bureau of Vocational Education. Some evidence was also offered, during the project year, which indicated that the Task Force should enter the decision making process prior to the innovation being disseminated (the Awareness-Interest Block). In this regard it is suggested that the Gatekeeper Block precede the Awareness-Interest Block in any future field testing.

3.6. The Decision Making/Evaluation Activities

While this segment is included as part of the Omnibus administrative model, it was understood that the program would have a direct impact on the decision making portion of this block only as a byproduct of dissemination and PI/PR. Within the Decision Making Block (see Figure 3.6.1.) the activities which take place are client related. The client must look at the innovation as it comes from the Communication Task Force and the Dissemination Block and decide whether or not it will be of use to him. The disseminator must, however, monitor this action and make decisions based upon this evaluation.

These decisions include determining: if the client is aware of the innovation (signifying the success of the Dissemination Block); whether he needs aid in utilizing the innovation; and, whether or not the action taken by this client will cause other clients to utilize the innovation. If the client does not need aid in utilization, the course of events will move on to the execution and transformation segment (see Figure 3.8.1.). If the client does need help, the disseminator must develop a set of utilization courses of action (see Figure 3.7.1.).

3.7. The Resource Utilization Activities

In many cases the client will like the innovation but will not know how to implement it. Upon reading this situation through program monitoring the communicator should have a set of alternative courses of action which can be used to aid in implementation. These activities might include: the use of local link agents who have been inserviced about the innovation; mini-grants for the development of special materials or guides which would aid in implementation; workshops directed at educators in LEAs interested in implementation; field-test programs which allow for innovations to be placed in settings where they can be manipulated relevant to conditions in the LEA; and regional referral services* which can put a potential implementer in touch with another person who has already implemented and can answer questions.

This segment is shown in Figure 3.7.1. and can, of course, be expanded to include a large number of activities.

3.8. Execution and Transformation Activities

After leaving the Resource Utilization segment, or the Decision Making Segment if no action program was necessary, the client is expected to execute the program and implement the innovation (see Figure 3.8.1.). The communicator's role is now one of reacting to the action taken by the client. If the client does not execute, the communication program must be begun again at the dissemination stage. If he does execute, monitoring of the changes (transformations) in the innovation should be begun.

These changes may be through directed feedback (surveys of various kinds developed by the disseminator), or non-directed (any information gained about the transformation as a byproduct of the diffusion program).

This feedback must then become a part of the information acquisition segment and, if a transformation of positive value to the client audience, placed back into the communication system.

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*A sample of a form used for a communication referral service is included as Form 3.6.1.

4.0. The First Year's Activities

4.1. The Basic Objectives of the First Year Program

Consistent with the general dissemination objectives of the Vocational Education Amendments of 1968 (Public Law 90-576), the basic purpose of the project was to design a process which would serve to accelerate the improvement of educational practice in areas of identified need.

The program was built upon mechanisms already in place for assessing the vocational education information needs of the state, including:

(a) A vocational educator needs survey based on the design presented by Magisos (1971). This survey instrument is included as Document 4.1.1.

(b) A Vocational Education Communication Taskforce, which was established within the Bureau of Vocational Education.

(c) A Delphi study of the needs of Kentucky vocational educators which was conducted by the Resources Development Unit (Schneider, 1975).

The dissemination program was intended to further the impact of the various needs assessment efforts by: (1) encouraging vocational educators to develop programs of information dissemination for their local situations; (2) encouraging the use of information for problem-solving; (3) aiding vocational educators in identifying successful programs or practices which are potentially useful in the solution to given problems; (4) facilitating the indepth exploration of alternatives; and, (5) selecting and testing particular alternatives. It was also intended to provide mechanisms for effectively responding to the perceived needs of individual educators and to provide feedback to state and federal education agencies, and to the vocational education research and development community, on the nature of local problems and information needs.

The mechanism for achieving these basic purposes was established through the planned accomplishment of the following goals and objectives:

Goal 1: To develop a program of awareness and interest activities which will impact at the local level.

Objective 1: To hold and conduct a series of seven workshops to develop change agents at the local level, by March 1, 1976.

Need Addressed: Studies of the diffusion process (Turnbull, et al, 1974) have shown that strategies which are most effective are those which can be related to local change agent activities. The problem with most such activities is that local staff are not adequately prepared to take on the role of active change agent. Through an inservice workshop approach, diffusion chances can be improved as regional staff are better prepared as to the nature of change.

Objective 2: To establish and award three to five Dissemination Mini-Grants, not to exceed $500 each, by February 1, 1975.

Need Addressed: Numerous authorities (Turnbull, 1974; Sieber, 1972; NASACC, 1974) have indicated that local dissemination activities are viable only if "seed money" is available. Many times local agencies desire to disseminate locally produced materials, but local budgets and the time required to write full proposals for only two or three hundred dollars makes them low priorities. The dissemination mini-grant allows local vocational centers, vocational schools, and regional staff to begin programs to disseminate innovative practices.

Goal 2: To develop a program of awareness and interest activities which will impact at the state level.

Objective 1: To develop a project abstract yearbook for all projects conducted or terminated during FY 1976, by June 30, 1976.

Need Addressed: While activities had been conducted which created awareness for individual projects, no program or document pulls these activities into one package. Particularly at this point in time, with the Delphi approach being used by the Resources Development Unit to determine research priorities, such a Yearbook was needed on a regular basis.

Objective 2: To develop a document notification and availability system by August 25, 1975. (*INNOVATE*)

Need Addressed: Since October of 1974 the RDU had administered a document notification system called *INNOVATE*. This system utilized a brochure which abstracted the available document and allowed the client to request a copy via a tear-off return card. Funding the project continued the *INNOVATE* program into FY 1976 and allowed for microfiche and mixed-media materials to be made available.

Objective 3: To develop and disseminate a research and development newsletter to Kentucky Vocational Educators every other month, beginning October 1, 1975 (*PROBE*).

Need Addressed: Many times innovations go unannounced because no one at the state level pulls information on innovations together and disseminates it statewide. This newsletter takes information pulled from the educational journals, magazines and other resource files and mixes with it information gained by accessing program development personnel, regional staff, individual teachers, and departmental link agents. This information then becomes the copy for *PROBE*.

Objective 4: To develop and disseminate a quarterly journal of vocational education research and development information, four issues of which are to be completed by June 30, 1976 (*TEMPO*).

Need Addressed: While the *PROBE* newsletter presents educational innovations in brief detail, some periodical state-of-the-art document appeared necessary to inform vocational educators of current issues in education. *TEMPO* was seen as such a medium and was included in the program.

Objective 5: To hold and conduct a series of one-day Mini-Conferences on issues in vocational education, to be completed by June 30, 1976.

Need Addressed: Researchers have found that it is important to bring the final consumers of educational research and development information together with the producers of such information. A series of Mini-Conferences, based on the "Vocational Education Career Education Research Mini-Conference" was seen as meeting this need.

Objective 6: To develop and disseminate three volumes of the Bureau of Vocational Education Research in Vocational Education Series (*RIVES*), to be completed by June 30, 1976.

Need Addressed: In order to assure the adequate utilization of research information, one must upgrade those who would utilize it. The printing of a series of books addressing themselves to various areas of research and research utilization was seen as an effective method of on-going inservice in this area.

4.2. The Change Agent Workshops

One of the first concerns of the project was to establish a nucleus of trained personnel who could work on the local level to encourage the use of innovations as well as assist in the change process. As very few local vocational educators are prepared to take on the role of active change agent (Sieber, 1975), a series of small group workshops was planned.

During the first quarter of the project year workshop objectives were established and material outlines were developed. Shortly after the start of the second project quarter, these workshops were cancelled, however, and were scheduled to become part of the Kentucky Department of Education's National Institute of Education Capacity Building Grant (Project Search).

The NIE grant established 17 dissemination field agents and it was believed that the voluntary vocational education field agents could be inserviced at the same time as these other agents. Shortly after this decision was made the Kentucky Department of Education phased out the field service agencies (Educational Development Regions) which supported the dissemination field agents and reduced their number from 17 to 3. Local voluntary linkers were then found and they were inserviced in three workshops conducted by Project Search toward the end of the project year. Nineteen vocational education contact people attended these meetings. Subsequently 22 other vocational educators were contacted and inserviced on a person-to-person basis to be used as voluntary local vocational education linkers.

4.3. The Dissemination Mini-Grant Program

Often local vocational educators have at their site innovations which have utility throughout the state. In many cases they do not recognize the innovation's usefulness or, when they do recognize it as being useful, they do not have the know-how or funds to disseminate it.

In the past the only possibility for the funding of the dissemination of these innovations was a Part C or Part D vocational education project; but these monies required the development of a proposal and submission by regular grant administrative procedures. Many times the local agency desired to disseminate the innovation but was not willing to set aside the staff time for the development of a full proposal which requested only two or three hundred dollars.

The Dissemination Mini-Grant program allowed for the disbursement of small dissemination project grants without the submission of a project proposal. During the project year such grants were approved. These grants included such activities as:

—Financial help in the development of a slide-tape presentation outlining the Home Economics Program in Vocational Education Region VII (Northern Kentucky).

—Preparation and printing of the document *Development and Proposed Implementation of a Career Education Curriculum Utilizing a Matrix Technique*, by Theo Hunt Vickers.

—Preparation and printing of the document *Selected Kentucky Career Education Materials 1975.*

—Design, preparation and printing of the brochure presenting the Pennyrile Public Information Model Project, *A Regional Public Information Program.*

—Design, preparation and printing of the program of the Southwide Research Coordinating Council.

—Preparation and printing of the document *Educational Impact: A Report by the Southwide Research Coordinating Council on the Impact of Selected Vocational Research and Development Projects.*

—Preparation and printing of the document *Developing a Distributive Education Internship Training Program*, by Dr. Clayton Riley and Betty Turner.

—Preparation and printing of the document *Effective Affective Behavioral Objectives*, by Kris Jeter and Sue Carnal Smith.

—Reprinting for a second and third time of the *Bowling Green Career Education Manual.*

—Preparation and printing of the document *Summation of Experiences of Kentucky Distributive Education Teachers in Using Competency-Based Curriculum Materials and a Suggested Program of Use*, by Dot Cochran.

–Reprinting for a second time of the document *The Relationship of Occupational Aspirations and Expectations to Selected Personal, Family, Community and School Related Factors*, by Betty Click Powers.

Other technical support was offered as part of the Mini-Grant program which did not require funding. These activities included: cover design; layout support; editorial support; and aid in local dissemination program planning.

4.4. The Project Abstract Yearbook

While activities had been conducted by the Resources Development Unit to create awareness for individual projects, no attempt had been made to create awareness for the entire research and development program. It was felt that a packaged presentation on work the Unit performs would help to create an understanding of the total program and encourage innovation.

Originally this yearbook was seen as a report of the Unit which would outline goals, objectives and accomplishments for the year, as well as serve as a yearbook of projects. This document was developed and titled *Building a Better Mousetrap: A Report on the Resources Development Unit*, but it was not approved for publication. Instead a companion document (*The Vocational Education Research and Development Project Yearbook*) was developed and published.

This document is not as broad in its scope as the *Mousetrap* document, but it does expand the coverage of Kentucky Vocational Education projects to cover more than just those directed through the Resources Development Unit.

4.5. The *Innovate* System

Prior to the development of the Omnibus program research and exemplary project final reports (and project generated documents) were disseminated "blind" with copies being sent to other SEAs and interested LEAs without their input or request being required. Moreover the reports were poorly packaged and not very attractive.* This approach was leading to low utilization of the information, due to a lack of targeting and their unattractiveness, and was increasing the problem of the "million dollar shelf" syndrome.

In place of this non-directive, non-client use approach, the *Innovate* system was established.

The *Innovate* program informed vocational educators of the availability of project generated documents via a two-fold brochure. By reading the project abstract presented in the brochure, and then returning the reply card which was attached to the brochure, the client could receive copies of the material in microfiche, audio or video cassette (where applicable), or paper.

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*Generally the reports were graphically almost identical, carried no eye-catching design, and were visually bland. Documentation of the effects of the color and attractiveness of documents as they relate to utilization of the material is legion. Readers interested in this area should take note of any of a large number of marketing publications, as well as M -gan (1971), Bamberger (1922), Dwyer (1967), French (1954), Grant and Hostetler (1961), Vernon (1953), and Travers, et al (1964).

The use of the *Innovate* brochure and return card allows the disseminator to:

a. target the documentation

b. develop an "impact file" of those clients who were interested in certain types of information

c. decrease low utilization of information caused by documents being shelved or thrown away.

Sample *Innovate* brochures are included as Documents 4.5.1 and 4.5.2.

A total of nine *Innovates* were produced for 1975 project developed documents, and *Innovates* were produced for all of the 1976 projects.

High visibility covers were produced for 20 project reports.

4.6. The *PROBE* Newsletter

Many times innovations go unannounced because of the lack of an adequate communication medium to move information to individual teachers quickly and effectively. With this need in mind a newsletter titled *PROBE* was developed. *PROBE* was to be distributed to 3,000 vocational teachers every other month to help them keep up with changes and opportunities in vocational education.

Information contained in the publication included: new materials; new projects; requests for proposals; project money availability; short updates on projects being conducted; one or two paragraph abstracts of the findings of projects concluding; and information or innovations which might be of interest to teachers and administrators.

By the end of the project year over 4,000 educators were reading *PROBE* and it was being printed every month.

Sample copies of *PROBE* are included as Documents 4.6.1 and 4.6.2.

4.7. The Quarterly Journal: *TEMPO*

As one of the project goals was to develop a pro-active problem solution capability, it was felt that some regular dissemination activity was needed that would inform vocational educators well in advance of issues and programs which could affect them.

With this goal in mind the project continued to develop *TEMPO*.*

**TEMPO* was begun in 1974 as a Part C research and dissemination project. Copies of the final report (No. X99810-20) are available from the Resources Development Unit

TEMPO was a quarterly publication of the Bureau of Vocational Education which discussed current issues in vocational education.

During the project year the following four issues were disseminated:

Vol. 1, No. 4
INNOVATIONS

–"Improving Cooperative Vocational Education Through Individualized Instruction," by Iverson, McElroy and Wallace
–"Occupational Competency Testing," by Hurley
–"The Advisory Committee," by Howard
–"The Validity of the Nonreading Aptitude Test Battery for Educable Mentally Retarded Students," by Halloran
–"Curriculum Development: A Conceptual Model," by Leonard.

Vol. 2, No. 1
VOCATIONAL EDUCATION 50 YEARS FROM NOW

–"Current Trends and Future Directions in Vocational Education," by Gillie
–"The Future File: Schoolhouse 2000," by Gores
–"Delphi: What Do You Think the Future of Vocational Education Looks Like?" by Sims
–"Adult Education in 2025 A.D. A Scenario," by Davis
–"Suggested Reading for Those Interested in the Future," by TEMPO Staff
–"Remember When: Reflections on Vocational Education in the Year 2025," by Peddiwell
–"Some Effects of Technological Instruction in 2025," by Sims.

Vol. 2, No. 2
ACCOUNTING FOR STUDENTS AND TEACHERS

–"The Challenge of Placement," by Buckingham
–"The Vocational Staff Exchange Project: Planning Phase," by McElroy and Thomas
–"An Innovative Career Exploration Program in the Middle School," by Robertson and Hanel
–"Facility Utilization: A Look at the Attitudes of Vocational Education Teachers and Administrators," by TEMPO Staff
–"KCLA: A New Organization for Kentucky Vocational Administrators," by Feck
–"An Award Winning Exemplary Project: The Apollo High School Mass Communication Program," by Perry
–"The Results of the TEMPO Delphi," by Sims.

Vol. 2, No. 3
WOMEN AND VOCATIONAL EDUCATION

—"A TEMPO Interview: Lt. Governor Thelma Stovall," by Sims
—"Women Demand a Chance to Choose," by Fraser
—"World Plan of Action for the Decade for Women," by TEMPO Staff
—"Resources on Women for Kentucky Schools," by Carpenter
—"Questions and Answers about Title IX," from the *School Administrator*
—"The Career Horizons of Young Women," by Steiger
—"The Changing Roles of Men and Women," by McKinney
—"Women in Kentucky Vocational Education," by Wilson
—"What Do You Know About Women in the World of Work," by TEMPO Staff.

Each of these issues also included such regular features as: "Comments"; "Programs and Projects"; "Books"; "Research and Development Notes"; and "Letters."

During the project year TEMPO had a readership of about 5,000 with a "pass-along" readership of about 1,200 more.

Topics were set for the 1977 issues during the project year. These topics included: "Society and Vocational Education," which includes articles on how society is changing the instructional program and nature of vocational education; "The Kentucky Demonstration Site Program," including short articles and reports from all of the Vocational Education Demonstration Sites; "The New Legislation," comments and discussion on the new vocational education amendments and how they will affect vocational-technical education in Kentucky.

4.8. The Vocational Education Mini-Conferences

More and more disseminators are finding that it is important that the final consumers of educational research and development information be brought together with the producers of such information.

As part of the Omnibus program a series of four such discussions of current topics in vocational education were planned. These discussion programs were called "Mini-Conferences" because they were to last only one day.

During the project year three Mini Conferences were held. These were:

—A Mini-Conference on Career Education Research
—A Mini-Conference on Extending and Expanding Vocational Experiences
—A Mini-Conference on Grantsmanship

A fourth Mini-Conference, "The Human Use of Human Beings: the Ethics of Research," was scheduled but was not held. This was due to the fact that the research project it was to discuss did not conclude during the Omnibus project year.

A sample Mini-Conference agenda is as follows:

AGENDA

A MINI-CONFERENCE ON EXTENDING AND EXPANDING VOCATIONAL EXPERIENCES

May 18, 1976
Capital Plaza Tower
Ground Floor Auditorium
Frankfort, Kentucky

Chairman: Dr. Floyd McKinney,
Director, Program Supporting Services Division,
Bureau of Vocational Education

10:00 - 10:15 a.m.	Introduction and Agenda	Chairman
10:15 - 10:30 a.m.	Welcome	Dr. Carl Lamar, Assistant Superintendent for Vocational Education
10:30 - 11:15 a.m.	Project Presentation *The Hardin County Research Project for Expanding the Present Vocational Experience Curriculum*	Ernest G. Thro, Project Director
11:15 - 12:30 p.m.	Lunch Break	
12:30 - 1:15 p.m.	Project Presentation *The Rowan County Experiential Field Consortium*	Jeanette Fannin, Project Director
1:15 - 1:30 p.m.	Break	
1:30 - 2:15 p.m.	Project Presentation *A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils*	Roger D. Vincent, Project Administrator
2:15 - 2:30 p.m.	Adjournment	

Other Mini-Conferences were planned to discuss such topics as: Alternative Work Experience Programs; Long Range Planning; the Human Rights of Behavioral Subjects; and, the Future of Vocational Education in Eastern Kentucky.

Each Mini-Conference averaged approximately 80 participants. Groups represented included: local superintendents; university research personnel; local and regional administrators; representatives of teacher's organizations; teacher educators; and SEA staff.

4.9. The Research in Vocational Education Series: *RIVES*

The Research in Vocational Education Series (*RIVES*) was seen as an ongoing professional development service of the Omnibus Project. The series offered documents which would give readers insights into the innovation process. Documents developed included such titles as:

RIVES 1: *A Guide for Preparing Proposals, Progress and Final Reports,* by the RDU Staff (edited by Norm Sims).

RIVES 2: *Proceedings of a Series of Workshops on Writing Research and Development Proposals*, by Floyd McKinney and Norm Sims.

RIVES 3: *Using the Modified Delphi to Determine Research Priorities* by Robert Schneider.

Planned *RIVES* include: *Simple Survey Techniques; Measuring Research and Development Impact;* and *Preparing the Research and Development Project Dissemination Plan.**

Another *RIVES*, to be titled *Graduate Papers in Vocational Education*, was planned for the project year. As no papers of publication quality were submitted by graduate students in Education enrolled in Kentucky universities, this *RIVES* was cancelled.

Two other programs were established under the *RIVES* title but carry other designations. These were the *Research and Development Backgrounds* documents and the *Resources Development Unit Special Reports*.

Many times educators find that their hardest task is the collection of background information which will give a "state of the art" for the research area in question. With this in mind the Omnibus Project made available complete ERIC searches for each of the Resources Development Unit's research priority areas. These were called *Research and Development Backgrounds* and included the ERIC abstracts along with an information request form which the client could use to get microfiche copies of the abstracted documents.

A portable microfiche reader was also available on a loan basis for those requesting documents through *Backgrounds*.

Backgrounds documents produced included:

–R&D 3: "Identifying and Demonstrating Techniques to Increase the Efficiency and Effectiveness of the Utilization of Facilities and Equipment"

–R&D 5: "Conducting Predictive and Projective Research to be Used in Determining the Future Needs of Vocational Education"

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*This document is currently being prepared for printing and is a requirement document of the Omnibus Project.

-R&D 8: "Vocational Education in the Real World Setting"

-R&D 10A: "The Needs of the Disadvantaged and Handicapped: General"

-R&D 10B: "The Needs of the Disadvantaged Handicapped"

-R&D 10C: "The Needs of the Urban Disadvantaged and Handicapped"

-R&D 10D: "The Needs of the Rural Disadvantaged and Handicapped"

-R&D 12: "Identifying and Demonstrating Techniques to Expand Educational Laddering and Articulation"

-R&D 13: "Experienced Based Career Education: A School-Community Work Experience Program"

Other *Backgrounds* documents are planned, one for each new R & D priority area.

The *Resources Development Unit Special Reports* included the printing of a special cover and reproduction of documents which were developed to meet special needs by the RDU. These special reports included such topics as:

-"Analysis of *The Impact of Secondary School Occupational Education in Massachusetts*," by Norman Sims

-"Funding Resources Between Kentucky Manufacturers and Educational Programs," by Lou Perry

-"A Synopsis of Wallace K. Nave's *Follow-Up Study of Adults Passing the GED*," by Norm Sims

-"Related Research Resources and Techniques," by Robert Schneider and Norm Sims

-"Special Report on the *Perceptions of Vocational Education in Ohio by Employers*," by Norm Sims

These reports were distributed on a limited, selective dissemination basis only.

5.0. Results of the Program

5.1. Overview of Objectives Met or Exceeded

During the first year of implementation, the Omnibus Project met or exceeded the following objectives:

–*Objective 2, Goal 1*: To establish and award three (3) to five (5) Dissemination Mini-Grants, not to exceed $500 each, by Feburary 1, 1975

Objective Exceeded.

By February 1, 1975, six Dissemination Mini-Grants had been awarded and the documents or materials produced. By August 30, 1976, six more were awarded and the materials produced.

Total client population for these documents is considered to be in excess of 12,000 hits.

–*Objective 1, Goal 2*: To develop a project abstract yearbook for all projects conducted or terminated during FY 1976, by June 30, 1976

Objective Exceeded.

By June 30, 1976, a project abstract yearbook was prepared and submitted to the Bureau of Vocational Education. This objective was exceeded as the final yearbook contains Kentucky vocational education project abstracts from projects other than those funded from Parts C and D of the 1968 Amendments.

Total client population for this document could exceed 500.

–*Objective 2, Goal 2*: To develop a document notification and availability system by August 25, 1975.

Objective Met.

During the project year *Innovates* were produced for nine 1975 projects and 11 have been produced for 1976 projects. Four special *Innovates* were produced for documents mini-granted during the project year.

Approximately 300 *Innovates* are produced for each document yielding a total of 7200 target client hits.

–*Objective 3, Goal 2*: To develop and disseminate a research and development newsletter to Kentucky Vocational Educators every other month, beginning October 1, 1975.

Objective Exceeded.

During the project year the newsletter *PROBE* was developed. The *PROBE* mailing list began with slightly over 3,000 clients and now numbers almost 4,000. This objective was exceeded in that several special editions of *PROBE* were disseminated during the project year.

Almost 4,000 clients receive *PROBE* every issue.

–Objective 4, Goal 2: To develop and disseminate a quarterly journal of vocational education, four issues are to be completed by June 30, 1976.

Objective Met.

By the end of the project four issues of the journal *TEMPO* had been disseminated to approximately 6,200 readers. This number of issues does, however, include Vol. 1, No. 4, which was to have been printed prior to the project year. Further discussion and recommendations concerning *TEMPO* may be found in 6.0. "Conclusions and Recommendations."

–Objective 6, Goal 2: To develop and disseminate three volumes of the Bureau of Vocational Education's Research in Vocational Education Series (*RIVES*) by June 30, 1976.

Objective Exceeded.

By June 30, 1976, three issues of *RIVES* had been disseminated, and three more were planned. Only one issue ("Graduate Papers in Vocational Education") had been deleted. Moreover, two new programs had been developed under the *RIVES* project title. Impact on client audience is difficult to figure without a regular readership, however these figures may be indicative:

RIVES 1: 300 copies distributed

RIVES 2: 300 copies distributed

RIVES 3: 150 copies distributed

RDU Special Reports: No wide distribution

Backgrounds: 300-500 of each distributed

5.2. Overview of Objectives Partially Met

During the first year of implementation, the following objectives were only partially met:

–Objective 1, Goal 1: To hold and conduct a series of seven workshops to develop change agents at the local level, by March 1, 1976.

Objective Partially Met

Due to the establishment of a Departmental project in this area, the Omnibus workshops were never approved. Plans for the workshops were developed, however, and 41 vocational educators were inserviced as part of the Departmental project.

–*Objective 5, Goal 2*: To hold and conduct a series of one-day mini-conferences on issues in vocational education, to be completed by June 30, 1976.

Objective Partially Met.

By June 30, 1976, only two Mini-Conferences ("Career Education Research" and "Extending and Expanding Vocational Experiences") had been held. Another Mini-Conference ("Grantsmanship") was planned during the project year but not held until November 16, 1976. A fourth Mini-Conference ("The Human Use of Human Beings: the Ethics of Research") was planned but not held.

5.3. Analysis Based on RDU Evaluation

During the project year the Resources Development Unit funded an evaluation of the Unit which was conducted by The Center for Vocational Education. While this study (McCaslin, et al, 1976) did not study the Unit during the period in which the Omnibus Program was being implemented (the study period was July 1, 1969, to June 30, 1975, while the Omnibus Program did not begin until August 30, 1975) it did offer several comments and recommendations which are relevant to the effect of the Project.

–Support for such dissemination vehicles as *TEMPO, PROBE*, and *INNOVATE* should be expanded and made part of the operating budget.

–The quality of the dissemination products (final reports) has been significantly upgraded since the implementation of Omnibus.

–The cost of the dissemination program seems reasonable when compared to similar efforts in other states.

–As perceived by Kentucky vocational educators, the RDU has shown success in promoting the goal of disseminating information on vocational education research and development.

A full analysis of the evaluation team's report is available in the final report document. The above listed comments should not be construed to contain all of the findings of the team as they relate to dissemination by the Unit prior to the establishment of the Omnibus program.

6.0. Conclusions and Recommendations

6.1. Problem Solution

While it was neither the purpose of the project nor its intent to establish a model program which is implementable at any site, it is the project director's hope that the process which was used to develop the Omnibus model will be of aid to other programs.

In this regard, a careful record has been kept of administrative, technical, and financial problems which the project encountered, and recommendations developed to circumvent them in the future.

This listing is not meant to be an inclusive one. It is intended that the list represent only those problems which would be common to most situations. Neither is it suggested that the recommendations offer the best solution to a problem. Each solution is relevant to the Kentucky program and is offered for its insight value only.

6.2. Administrative Concerns

6.2.1. Firm Agreements Should Be Made in Planning

If the dissemination program is to be a pro-active one, administrative decisions need to be made early on in the planning stage to determine where administration of the program will reside. Often regulation of the program is divided among several people and over several levels of bureaucracy, thus decisions which have been made in development are often changed arbitrarily during operation. The results of this project suggest that one person be responsible for the dissemination program, that this individual develop a one year plan to be presented to the agency for approval, and that the agency then give this person the responsibility and authority to carry out the planned program.

Given a planned approach to the work year there is no reason why program flexibility cannot be retained.

6.2.2. Editorial Control

Related to problems of planning is the problem of editorial control. If the agency is attempting to implement a dissemination program which will involve itself with current issues in education, this problem is certain to arise.

Editorial control does, however, include many more aspects than what issues will be discussed. Often the questions will concern: graphic design; photographs; type of graphic approach (brochure vs. pamphlet for example); and sophistication of word choice and copy. It would be hoped that the agency would have enough faith in the individual responsible for dissemination, supported by the Communication Task Force, to allow this person editorial control.

6.2.3. Early Determination of High Impact Areas

In the Kentucky Resources Development Unit a rather thorough analysis of problem areas had been completed prior to the development of this program (Schneider, 1975). This listing of priority areas offered a firm early determination of dissemination high impact areas. Many dissemination programs will not have this information available to them however. It is recommended that some type of needs assessment be made early on in the development of the dissemination program in order to insure proper planned administration of the program.

6.2.4. Organizational Location of the Administrative Function

As discussed in 6.2.1., it is most important that firm agreements be made early in the program to establish the administrative function. It is also important that the organizational location be determined during the planning stage.

While there are a number of advantages in placing the dissemination program within the research coordinating unit, it is a conclusion of this project that such location leads to localization of the effort and the development of programs which are not closely enough related to the problems of the instructional program.

It is recommended that the dissemination function be organizationally located directly under the agency head (thus giving the function broad access to the programs of the agency.) It is also suggested that the function be physically located with those responsible for the instructional program. It is also suggested that such a function be coordinated and functionally located within the SEA so that dissemination programs in all educational areas are made part of an agency directed plan.

6.3. Technical Concerns

6.3.1. Journal Volume Year Should Not Be Determined by the Calendar Year

Conventionally, journal issues cumulate into volumes that correspond to the calendar year (though many times the first number may not appear in January and the last appear in December, it usually covers a twelve month period). As a conclusion of this project it is recommended that this format not be followed. A "Volume" would consist of a certain set of issues (in this case three or four), but these would be published strictly according to the availability of material. In this situation, a four issue volume of ***TEMPO*** might be published in six months, a year, 18 months, or more.

The advantages and disadvantages of printing in such a way is outlined by the Capital Systems Group, Inc., in their fine publication (1976). For the purpose of this document let us say that such a time format would allow the publication to synchronize quite closely with the rate of submission, and eliminate the pressure to get out an issue solely because "it is due."

6.3.2. Newsletter Printing be Expanded

If the recommendation of 6.3.1. is accepted the usefulness of the journal as a regular communication device is limited.* For this reason it is recommended that the newsletter be expanded to twelve issues and disseminated every month.

Expansion of the newsletter would allow space for more program development information thus emphasizing the need addressed in 6.2.4.

6.3.3. Final Reports

While it has been the intent of this program to minimize the usefulness of a project final report as a dissemination device, it is not our intent to eliminate it. The final report is still an important tool to other researchers and program implementers. If this were not the case, one would hope that they would not be required.

It is recommended that final reports continue to be disseminated and that they:

—be printed with their own distinctive cover so that they are attractive to potential readers and easily identifiable. Common covers and "formatted" approaches will decrease their visual potential.

—be printed as submitted unless approval from the project director is obtained.

—be offered in microfiche as well as paper copy.

—be offered as part of a package which contains other documents or materials produced by the project.

Often the importance of the final report as an implementation aid is underrated. While even this report talks of the "million dollar shelf," it is our intent only to remark upon the fact that the final report, in and of itself, cannot be deemed a dissemination "program." The final report is one part of the implementation program and should not be dismissed or underrated in its usefulness. It may well be that in those cases where the final report has not been a useful dissemination product, it is basically due to the fact that the document does not look "readable." Many times unused documents have all of the appeal of an Army field training manual.

6.4. Financial Concerns

6.4.1. Funding Out of Regular Monies

While the Kentucky Vocational Education Dissemination program has always been funded out of Part C or Part D projects, it is the recommendation of this project that the program be funded out of regular administrative monies (Part B or State).

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*It should be noted that the journal prescribed by the Omnibus Program was never meant to be used as a regular channel, but as a forum for issues.

While it was the intent of the Act of 1968 to insure dissemination, it was never its intent to draw money from research and exemplary projects for this purpose.

The dissemination program will never be accepted as regular, ongoing, function of the agency until its funding is normalized on something other than a project-by-project basis.

6.4.2. Assignment of Printing Contracts

The approval process for contracts within any agency may be complex, but the approval process should be consistent.

This project recommends that approval of printing contracts for program publications be determined by the Communication Task Force. These individuals have a stake in the success of the program and an adequate understanding of it for decision making purposes. It is also suggested that this group be the printing authorization agent for all project documents which are printed in-house.

7.0. Summary

The Omnibus Dissemination Project indicates the feasibility of developing general information diffusion models around which programs and activities can be planned. In many cases information utilization programs are developed on a "piecemeal" basis and are administered in a reactive way. The analysis of mediums and the use of the Omnibus model, as outlined in this report, should allow the development of reactive models at any site.

The program as implemented also suggests that flexibility of *information transmission* can be built into a *structured* program. The general bias is to not develop regular communication channels because of the fear that communication message flexibility will not be enhanced. The Omnibus program suggests that flexibility can be built into regular communication channels. New mediums do not need to be developed for each particular message, in fact, the cost-benefit of such an approach may be very poor.

The program also seems to indicate that some mediums which have a reputation as being ineffective (e.g., final reports) are not inherently ineffective. Documents which are developed without visual appeal will not be effective without costly and complex marketing systems being built to promote them. It is the opinion of the project director that an attractive, useful document, supported by an *Innovate* type system, will be utilized since it tends to promote itself. Empirical testing of such a notion is beyond the scope of this report, but such an evaluation program is suggested.

Throughout the project year the one factor which seemed to affect the success of the program the most was support of the project by the administration of the agency. A dissemination program cannot exist in a vacuum. When its efforts are supported, and when it is made a coordinated function of the entire agency, it is able to meet the needs of its client audience.

When such support is not offered, and the program is seen as a "stepchild" function, it is doomed to failure. A major factor in the success of this program has to rest in the support it was offered during the developmental stages.

No instructional program can exist if it does not change. Without the vitality which successful innovations bring to the educational system, the system would surely show a decrease in its effectiveness. It is up to the dissemination program to insure that the correct information is available to decision makers in the right shape at the right time. It is a belief of this project director that without a systemized, planned approach to controlling and utilizing the "River of Information," proper decision making will never be possible.

8.0. Definitions of Key Terms

Actors in the Field: see *Client*.

Adoption: A decision to make full use of a new idea.

Change-Process Advocacy Posture: As defined by Paisley (1972), that dissemination process in which the innovating agency advocates a strategy of planning and implementing change rather than advocating particular products.

Client: An individual, or group of individuals, who is the object of some attempt to gain his/their acceptance of an innovation.

Communication: (In the context of this report) That process by which information is imparted, shared, or passed along to a receiver.

Data Base: A comprehensive, controlled, structured collection of information.

Data Bit: An explicitly defined unit of information in the Data Base. Sometimes spelled Data Byte.

Diffusion: The process by which a validated practice or a solution to a problem is spread from the field test to its ultimate users or adopters.

Dissemination: The act of creating an awareness of, or interest in, selected programs (i.e., validated practices that are solutions to needs or problems) among identified audiences.

Gatekeepers: Decision points within a communication system through which all information is channeled in order to control the flow.

Impact File: A systematized index of clients who showed interest in specific types of information. Used as index for selective dissemination activities.

Information: That which reduces error.

Innovation: (In the context of this report) An educational product perceived as new by a potential user.

Laissez-Faire Posture: As defined by Paisley (1972), that dissemination process in which the fate of the product is left to the market place and the astuteness of potential adopters.

Noise: Any stimulus which interrupts or distracts attention from a specific message or theme. Example: All of those documents returned in a search which do not deal with the sought-for subject matter.

Non-Selective Search: The seeking of information in the hope that it will be of use in future problem solving. Example: general perusal of a journal in the hope that it will contain something which the reader will find to be beneficial.

Pro-active System: That dissemination system which has the capability of surveying the environment and developing informational products well in advance of their need.

Product-Advocacy Posture: As defined by Paisley (1972), that dissemination process in which the product is actively marketed.

Public Information: Tends to refer to an informing of the public without regard to the effect which it might have.

Public Relations: Tends to refer to a communication which has as its basis persuasion and the molding of opinion.

Reactive System: That dissemination system which meets the need of information for problem solving after the problem has already developed.

Seed Money: Funds required for the initial start-up of an innovative program.

Selective Search: The active and selective seeking of information in order to solve a particular problem.

Target: A class of individuals who are expected to use an innovation following the dissemination process.

Transformation: The process of diffused innovations being changed by the client audience after they have been adopted.

Type I Storage Error: The problem of information being rejected by the Acquisition System as irrelevant when it is relevant.

Type II Storage Error: The problem of information being accepted by the Acquisition System and stored when it is not useful in problem solving.

9.0. Footnotes

1. *National Network for Curriculum Coordination in Vocational and Technical Education Newsletter*. Vol. 2, No. 3, 1976. Page 3.

2. *Dissemination Programs, Procedures and Policies of Nine State Education Agencies*, by Virginia M. Cutter. Council of Chief State School Officers. No Date Given. Page 1.

3. *Guide for State Vocational-Technical Education Information Dissemination Systems*, by Celianna I. Taylor and Joel H. Magisos. The Center for Vocational and Technical Education, The Ohio State University. 1971. Page 6.

4. *Recommendations for the Dissemination Program of the National Institute of Education*, by William Paisley, N.I.E., 1972. Page 2, 3.

FIGURE
1.2.1.

THE VOCATIONAL PROGRAM SUPPORTING
SERVICES DIVISION

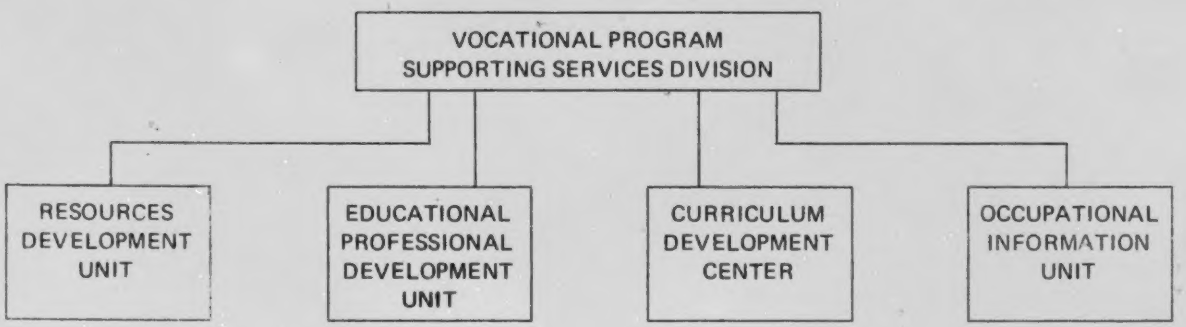

VOCATIONAL PROGRAM SUPPORTING SERVICES DIVISION
RESOURCES DEVELOPMENT UNIT
EDUCATIONAL PROFESSIONAL DEVELOPMENT UNIT
CURRICULUM DEVELOPMENT CENTER
OCCUPATIONAL INFORMATION UNIT

FIGURE
1.2.2.

ORGANIZATIONAL CHART – KENTUCKY DEPARTMENT OF EDUCATION AND THE BUREAU OF VOCATIONAL EDUCATION

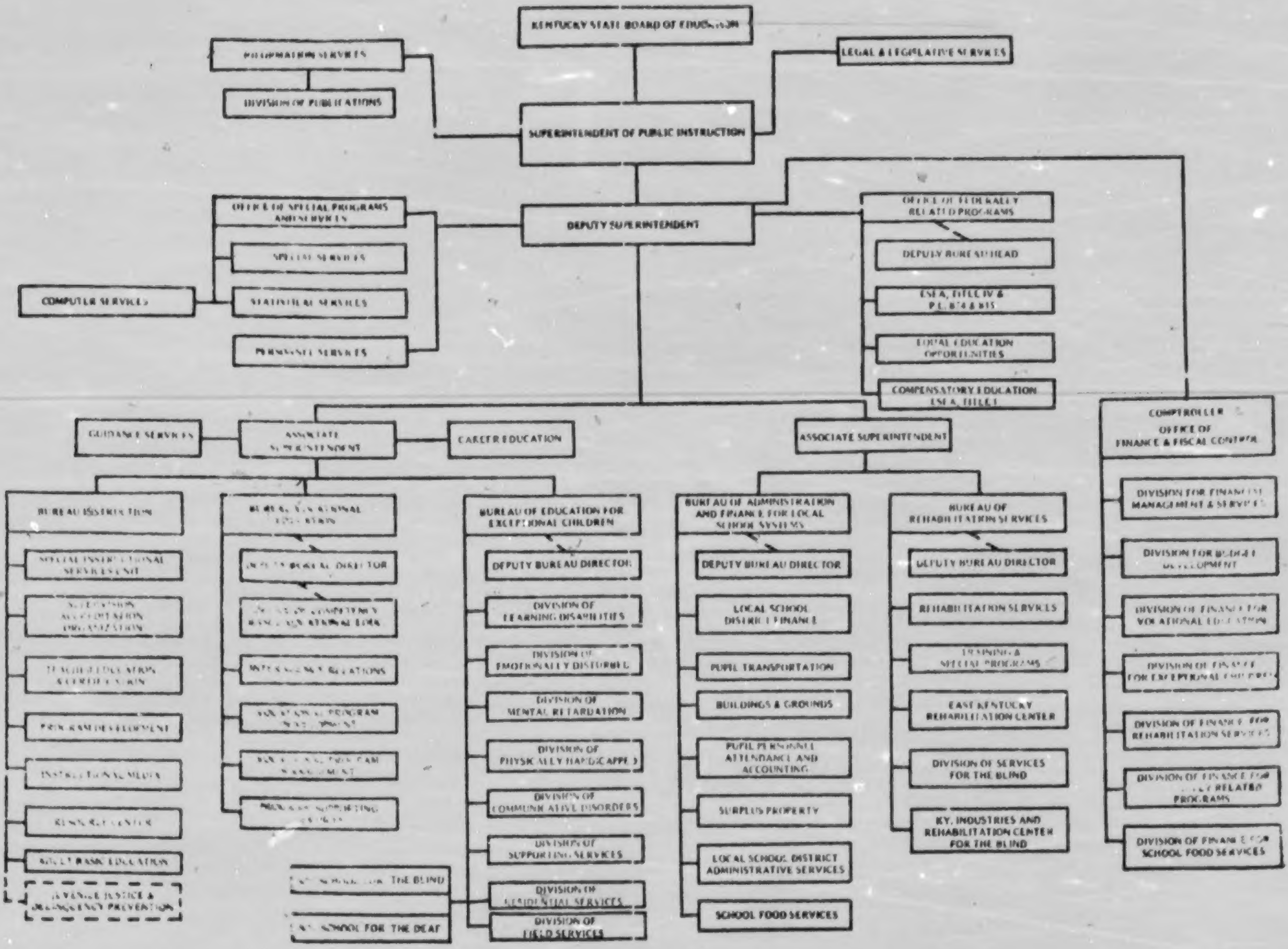

KENTUCKY STATE BOARD OF EDUCATION
INFORMATION SERVICES
DIVISION OF PUBLICATIONS
LEGAL & LEGISLATIVE SERVICES
SUPERINTENDENT OF PUBLIC INSTRUCTION
OFFICE OF SPECIAL PROGRAMS AND SERVICES
SPECIAL SERVICES
COMPUTER SERVICES
STATISTICAL SERVICES
PERSONNEL SERVICES
DEPUTY SUPERINTENDENT
OFFICE OF FEDERALLY RELATED PROGRAMS
DEPUTY BUREAU HEAD
ESEA, TITLE IV & P.L. 874 & 815
EQUAL EDUCATION OPPORTUNITIES
COMPENSATORY EDUCATION ESEA, TITLE I
GUIDANCE SERVICES
ASSOCIATE SUPERINTENDENT
CAREER EDUCATION
ASSOCIATE SUPERINTENDENT
COMPTROLLER OFFICE OF FINANCE & FISCAL CONTROL
BUREAU INSTRUCTION
SPECIAL INSTRUCTIONAL SERVICES UNIT
SUPERVISION ACCREDITATION ORGANIZATION
TEACHER EDUCATION & CERTIFICATION
PROGRAM DEVELOPMENT
INSTRUCTIONAL MEDIA
RESOURCE CENTER
ADULT BASIC EDUCATION
JUVENILE JUSTICE & DELINQUENCY PREVENTION
BUREAU VOCATIONAL EDUCATION
DEPUTY BUREAU DIRECTOR
COMPETENCY BASED VOCATIONAL EDUCATION
INTERAGENCY RELATIONS
VOCATIONAL PROGRAM DEVELOPMENT
VOCATIONAL PROGRAM MANAGEMENT
PROGRAM SUPPORTING SERVICES
KY. SCHOOL FOR THE BLIND
KY. SCHOOL FOR THE DEAF
BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN
DEPUTY BUREAU DIRECTOR
DIVISION OF LEARNING DISABILITIES
DIVISION OF EMOTIONALLY DISTURBED
DIVISION OF MENTAL RETARDATION
DIVISION OF PHYSICALLY HANDICAPPED
DIVISION OF COMMUNICATIVE DISORDERS
DIVISION OF SUPPORTING SERVICES
DIVISION OF RESIDENTIAL SERVICES
DIVISION OF FIELD SERVICES
BUREAU OF ADMINISTRATION AND FINANCE FOR LOCAL SCHOOL SYSTEMS
DEPUTY BUREAU DIRECTOR
LOCAL SCHOOL DISTRICT FINANCE
PUPIL TRANSPORTATION
BUILDINGS & GROUNDS
PUPIL PERSONNEL ATTENDANCE AND ACCOUNTING
SURPLUS PROPERTY
LOCAL SCHOOL DISTRICT ADMINISTRATIVE SERVICES
SCHOOL FOOD SERVICES
BUREAU OF REHABILITATION SERVICES
DEPUTY BUREAU DIRECTOR
REHABILITATION SERVICES
TRAINING & SPECIAL PROGRAMS
EAST KENTUCKY REHABILITATION CENTER
DIVISION OF SERVICES FOR THE BLIND
KY. INDUSTRIES AND REHABILITATION CENTER FOR THE BLIND
DIVISION FOR FINANCIAL MANAGEMENT & SERVICES
DIVISION FOR BUDGET DEVELOPMENT
DIVISION OF FINANCE FOR VOCATIONAL EDUCATION
DIVISION OF FINANCE FOR EXCEPTIONAL CHILDREN
DIVISION OF FINANCE FOR REHABILITATION SERVICES
DIVISION OF FINANCE FOR FEDERALLY RELATED PROGRAMS
DIVISION OF FINANCE FOR SCHOOL FOOD SERVICES

FIGURE
2.1.1.

THE ROGERS DIFFUSION MODEL

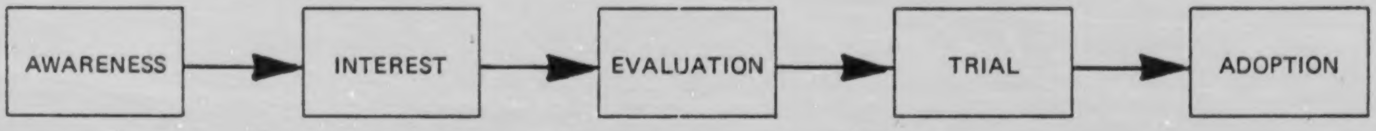

AWARENESS
INTEREST
EVALUATION
TRIAL
ADOPTION

FIGURE
2.1.2.

THE SPECIALIZED DIFFUSION MODEL

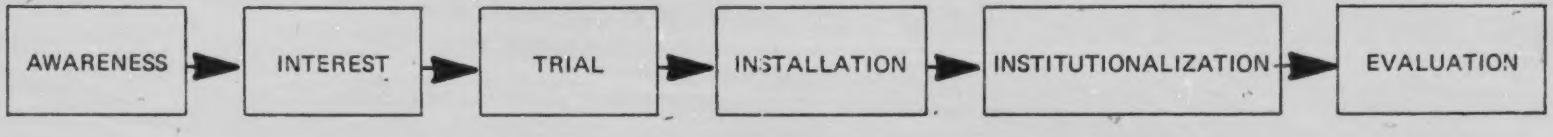

AWARENESS
INTEREST
TRIAL
INSTALLATION
INSTITUTIONALIZATION
EVALUATION

FIGURE
2.1.3.

THE GENERAL INFORMATION SYSTEM

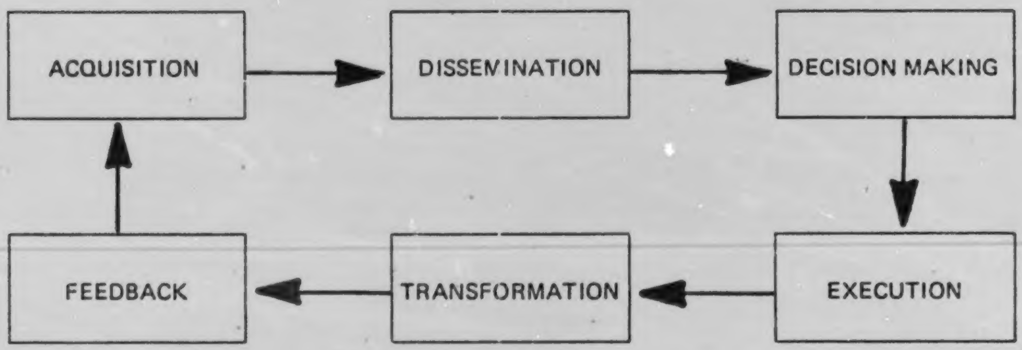

ACQUISITION
DISSEMINATION
DECISION MAKING
EXECUTION
TRANSFORMATION
FEEDBACK

FIGURE
2.1.4a.

INTERFACE OF ROGERS MODEL, SPECIALIZED DIFFUSION MODEL, AND GENERAL INFORMATION MODEL YIELDING OMNIBUS MODEL

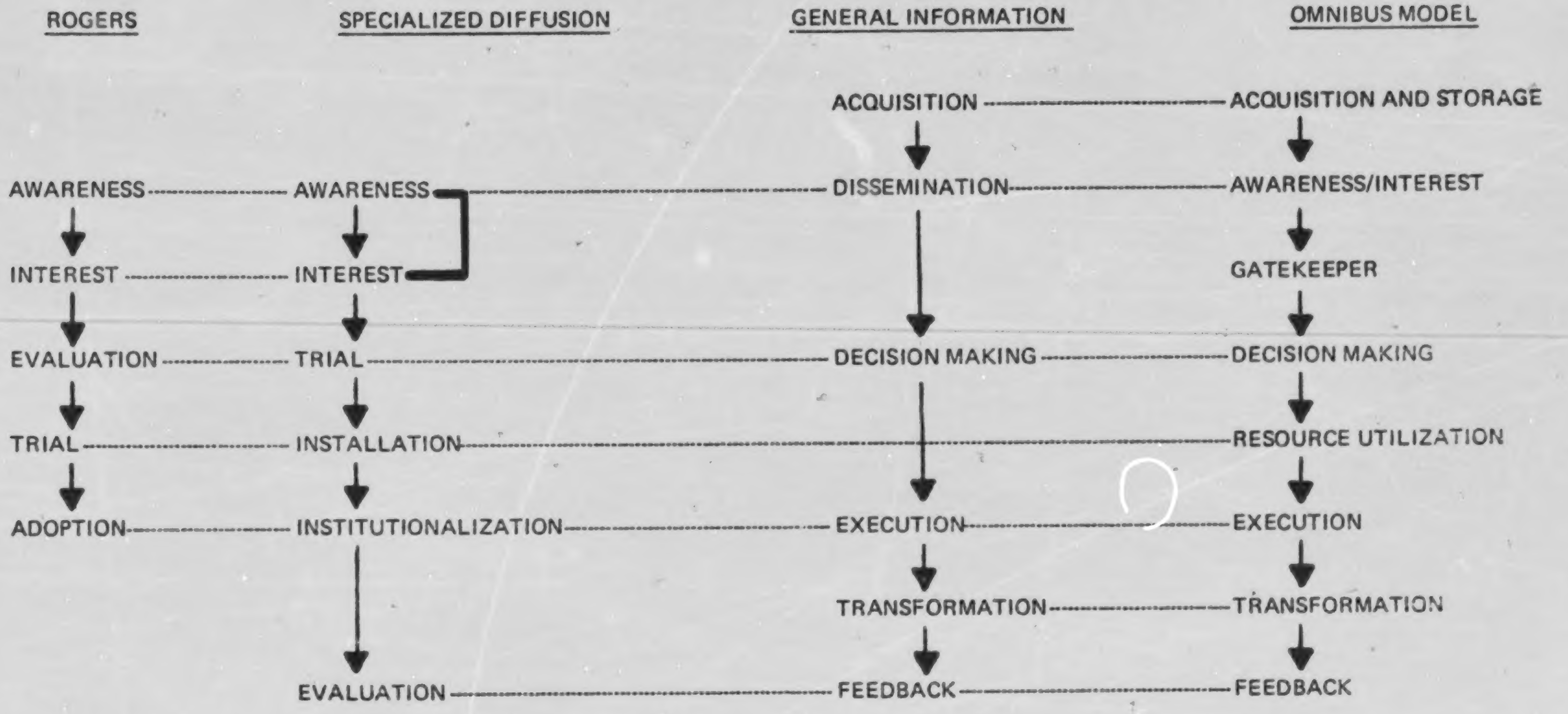

ROGERS
SPECIALIZED DIFFUSION
GENERAL INFORMATION
OMNIBUS MODEL
ACQUISITION
ACQUISITION AND STORAGE
AWARENESS
AWARENESS
DISSEMINATION
AWARENESS/INTEREST
INTEREST
INTEREST
GATEKEEPER
EVALUATION
TRIAL
DECISION MAKING
DECISION MAKING
TRIAL
INSTALLATION
RESOURCE UTILIZATION
ADOPTION
INSTITUTIONALIZATION
EXECUTION
EXECUTION
TRANSFORMATION
TRANSFORMATION
EVALUATION
FEEDBACK
FEEDBACK

FIGURE
2.1.4b.

OMNIBUS MODEL

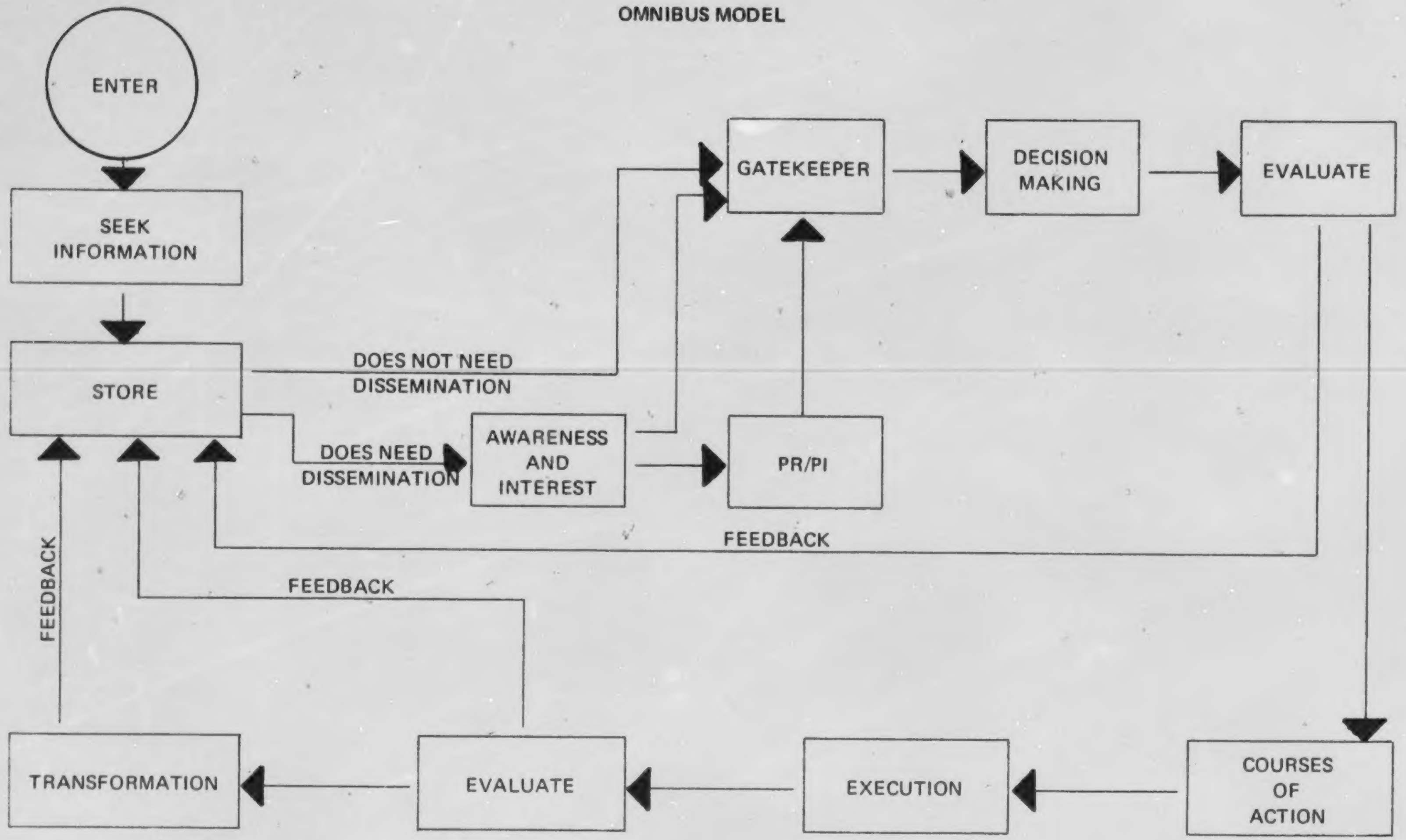

ENTER
SEEK INFORMATION
STORE
DOES NOT NEED DISSEMINATION
DOES NEED DISSEMINATION
AWARENESS AND INTEREST
GATEKEEPER
PR/PI
DECISION MAKING
EVALUATE
FEEDBACK
FEEDBACK
FEEDBACK
COURSES OF ACTION
EXECUTION
EVALUATE
TRANSFORMATION

FIGURE
2.1.5.

YOVITS AND ERNST
MODEL

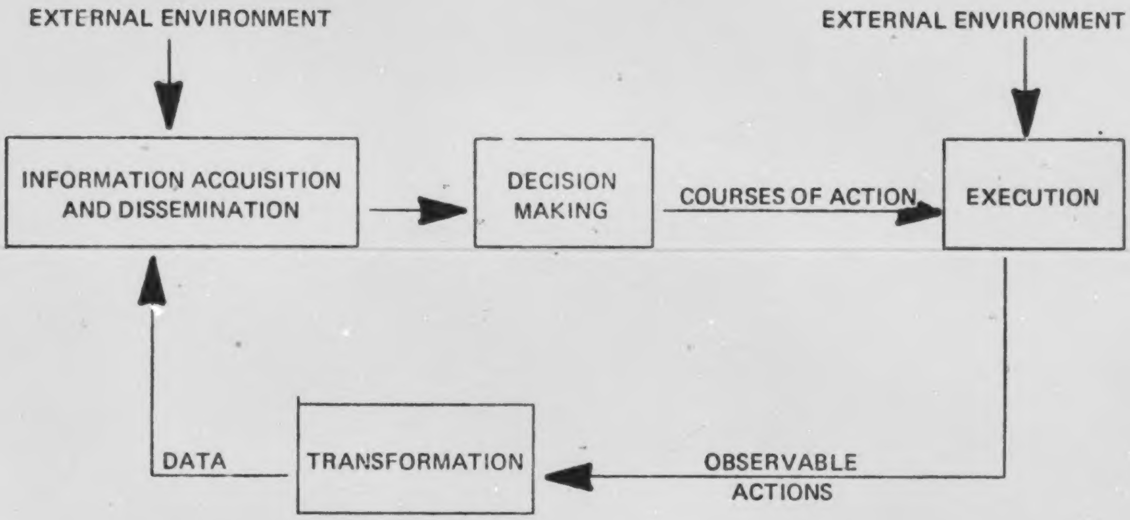

EXTERNAL ENVIRONMENT
EXTERNAL ENVIRONMENT
INFORMATION ACQUISITION AND DISSEMINATION
DECISION MAKING
COURSES OF ACTION
EXECUTION
OBSERVABLE ACTIONS
TRANSFORMATION
DATA

FIGURE
2.1.6.

INFORMATION FLOW

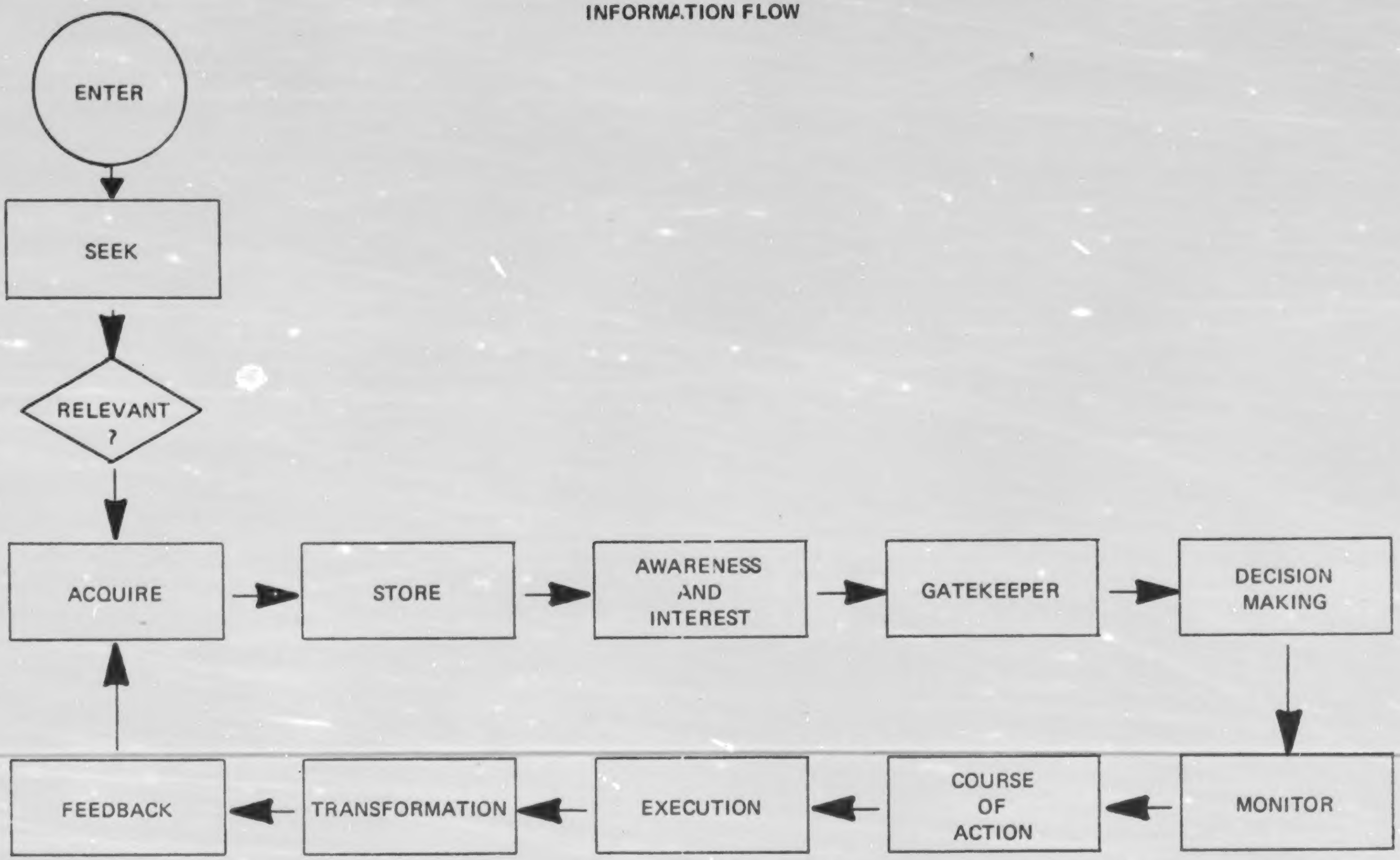

ENTER
SEEK
RELEVANT ?
ACQUIRE
STORE
AWARENESS AND INTEREST
GATEKEEPER
DECISION MAKING
MONITOR
COURSE OF ACTION
EXECUTION
TRANSFORMATION
FEEDBACK

FIGURE 3.1.1.

INFORMATION ACQUISITION

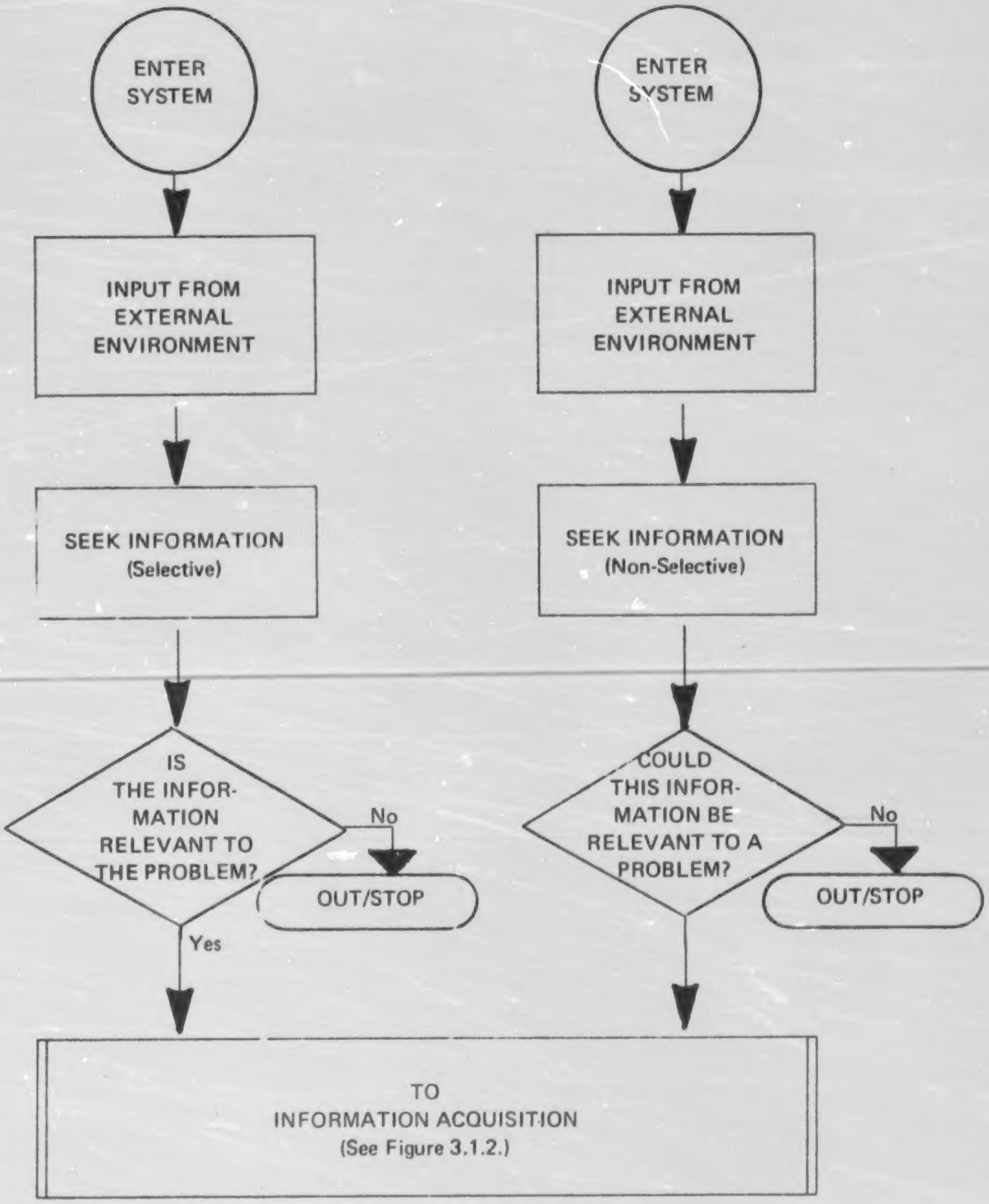

ENTER SYSTEM
ENTER SYSTEM
INPUT FROM EXTERNAL ENVIRONMENT
INPUT FROM EXTERNAL ENVIRONMENT
SEEK INFORMATION (Selective)
SEEK INFORMATION (Non-Selective)
IS THE INFORMATION RELEVANT TO THE PROBLEM?
No
OUT/STOP
Yes
COULD THIS INFORMATION BE RELEVANT TO A PROBLEM?
No
OUT/STOP
TO INFORMATION ACQUISITION (See Figure 3.1.2.)

FIGURE
3.1.2.

FIRST SEGMENT OF THE
INFORMATION ACQUISITION BLOCK

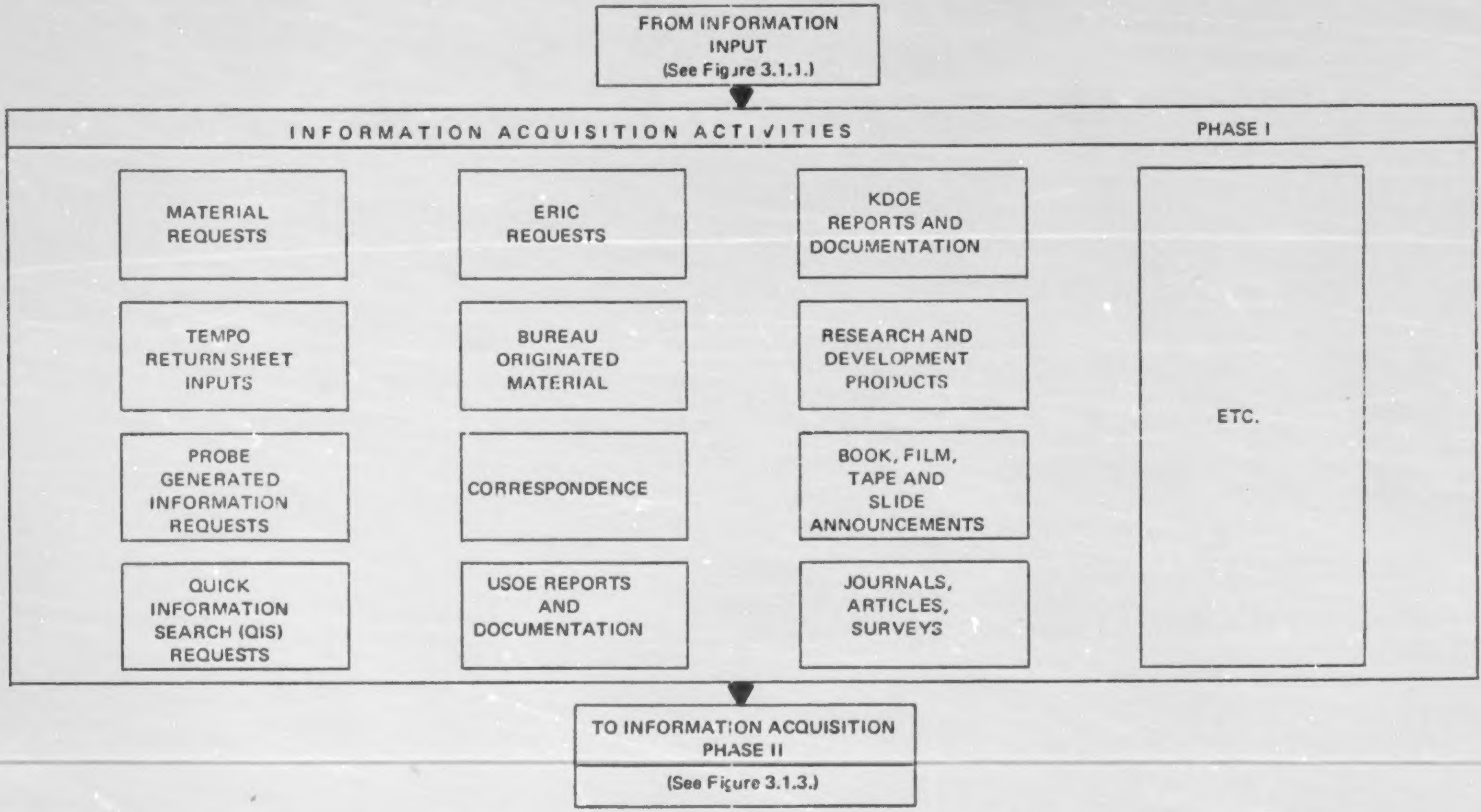

FROM INFORMATION INPUT
(See Figure 3.1.1.)
INFORMATION ACQUISITION ACTIVITIES
PHASE I
MATERIAL REQUESTS
ERIC REQUESTS
KDOE REPORTS AND DOCUMENTATION
TEMPO RETURN SHEET INPUTS
BUREAU ORIGINATED MATERIAL
RESEARCH AND DEVELOPMENT PRODUCTS
ETC.
PROBE GENERATED INFORMATION REQUESTS
CORRESPONDENCE
BOOK, FILM, TAPE AND SLIDE ANNOUNCEMENTS
QUICK INFORMATION SEARCH (QIS) REQUESTS
USOE REPORTS AND DOCUMENTATION
JOURNALS, ARTICLES, SURVEYS
TO INFORMATION ACQUISITION PHASE II
(See Figure 3.1.3.)

FIGURE
3.1.3.

SECOND SEGMENT OF THE
INFORMATION ACQUISITION BLOCK

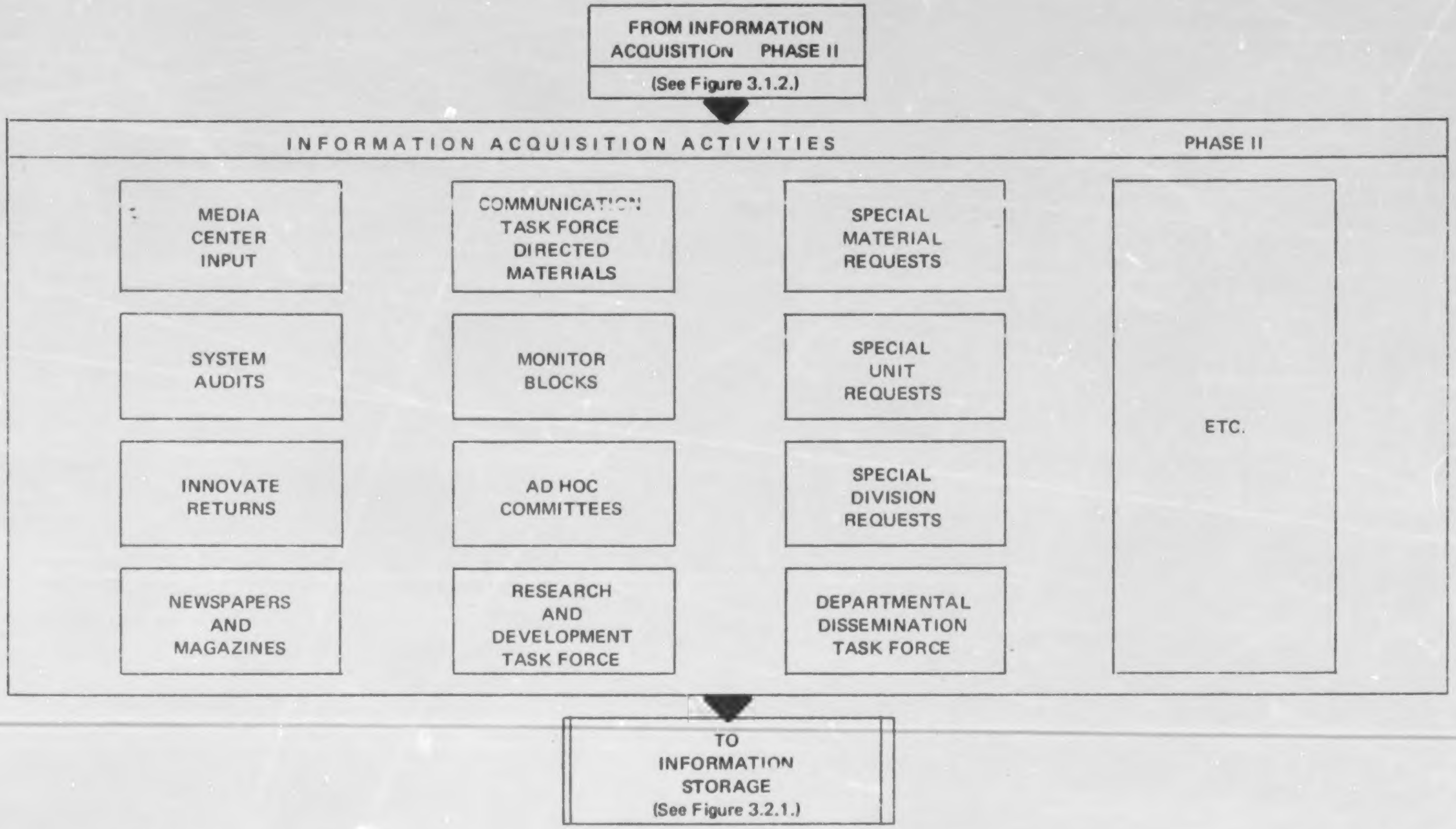

FROM INFORMATION ACQUISITION PHASE II
(See Figure 3.1.2.)
INFORMATION ACQUISITION ACTIVITIES
PHASE II
MEDIA CENTER INPUT
COMMUNICATION TASK FORCE DIRECTED MATERIALS
SPECIAL MATERIAL REQUESTS
SYSTEM AUDITS
MONITOR BLOCKS
SPECIAL UNIT REQUESTS
ETC.
INNOVATE RETURNS
AD HOC COMMITTEES
SPECIAL DIVISION REQUESTS
NEWSPAPERS AND MAGAZINES
RESEARCH AND DEVELOPMENT TASK FORCE
DEPARTMENTAL DISSEMINATION TASK FORCE
TO INFORMATION STORAGE
(See Figure 3.2.1.)

FIGURE 3.2.1.

INFORMATION STORAGE

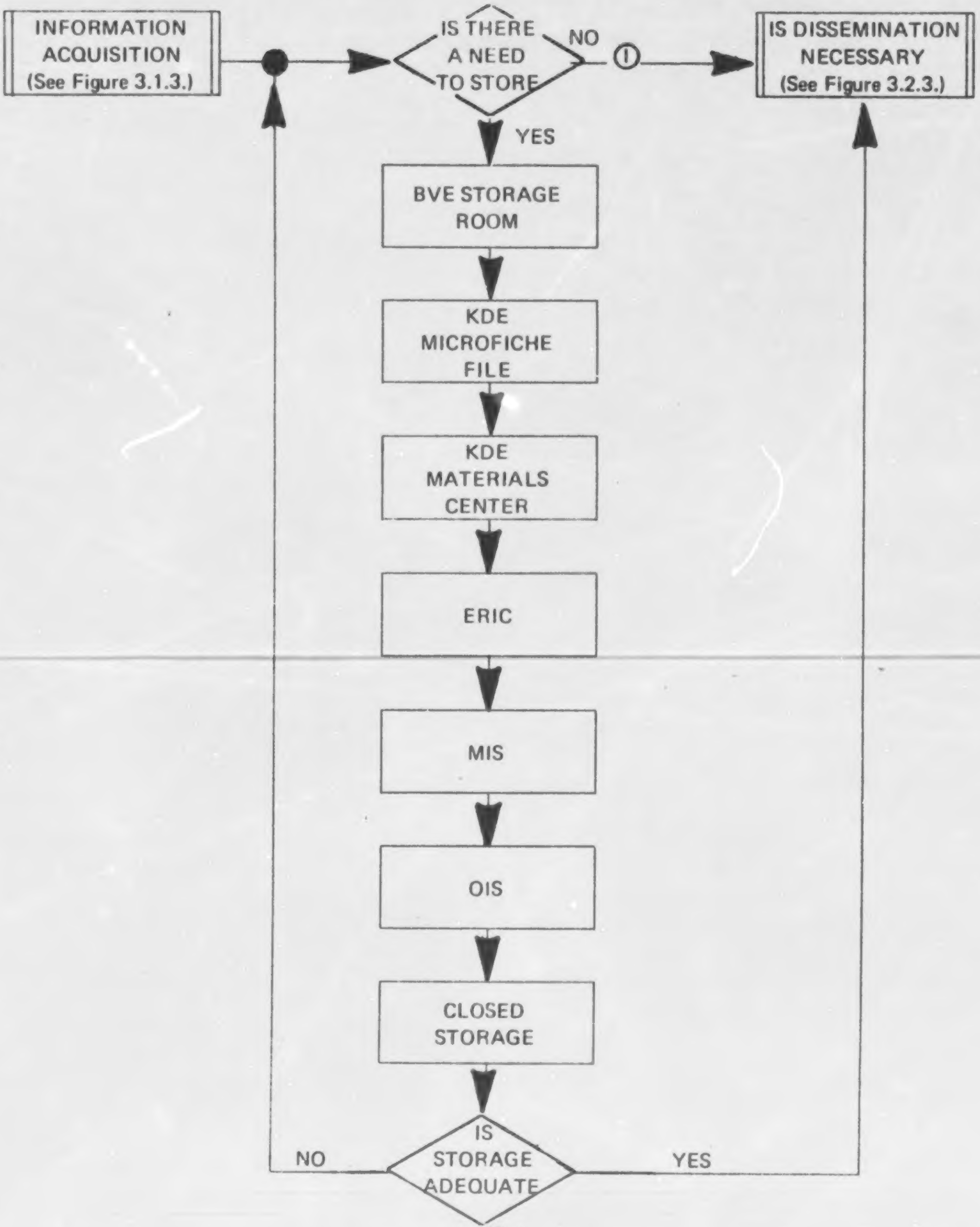

INFORMATION ACQUISITION (See Figure 3.1.3.)
IS THERE A NEED TO STORE
NO
1
IS DISSEMINATION NECESSARY (See Figure 3.2.3.)
YES
BVE STORAGE ROOM
KDE MICROFICHE FILE
KDE MATERIALS CENTER
ERIC
MIS
OIS
CLOSED STORAGE
IS STORAGE ADEQUATE
NO
YES

FIGURE
3.2.2.

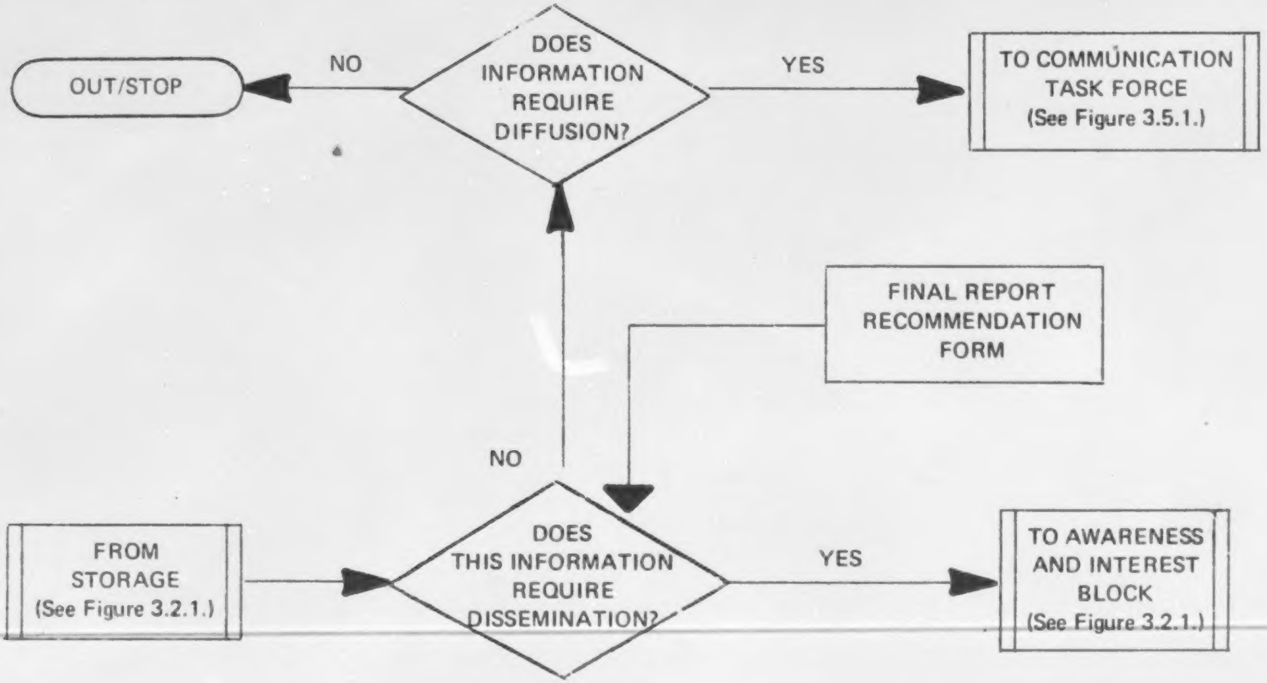
THE STORAGE SYSTEM

	Documents Included	Accessibility	Access Technique	Potential for Type II Error
BVE RESOURCE ROOM	Newsletters Journals Planning Documents R & D Reports General Refernce	Immediate for BVE Staff	Division by Subject Area	Low/Moderate
KDE MICROFICHE	ERIC Documents Miscellaneous Documents as approved	Immediate for KDE Staff	By ED Number By Computer Search	Low
KDE LIBRARY	Regular Educational Library Collection for KDE Staff	Immediate for KDE Staff Short turn around for Field Staff	By Index Number	Moderate
ERIC	ERIC Documents Only	10-30 day turn around	By Computer Search	Moderate/High
MIS*	All management related information	Unknown	Computer Suggested	High
OIS*	All occupational statistics related information	Dependent upon information required	Computer and hand search	Moderate/Low
CLOSED STORAGE	Documents with historical or long term value	24-48 hours	By coded box number list	High

*These components not accessible at the present time.

FIGURE
3.2.3.

DETERMINATION OF NEED FOR DISSEMINATION


OUT/STOP
NO
DOES INFORMATION REQUIRE DIFFUSION?
YES
TO COMMUNICATION TASK FORCE (See Figure 3.5.1.)
FINAL REPORT RECOMMENDATION FORM
NO
FROM STORAGE (See Figure 3.2.1.)
DOES THIS INFORMATION REQUIRE DISSEMINATION?
YES
TO AWARENESS AND INTEREST BLOCK (See Figure 3.2.1.)

Form
3.2.1.

FINAL REPORT RECOMMENDATION FORM

Reviewer's Name: ____

1. Please indicate your overall evaluation of the report as an information source:

____ superior

____ excellent

____ average

____ poor

2. To your knowledge, does the report accurately reflect the findings or activities of the project? (Please check one.)

____ complete accurate

____ generally accurate with the following exceptions:

____ a.

____ b.

____ c.

____ inaccurate

3. What is your recommendation regarding publication? (Please check one.)

____ strongly recommend

____ recommend with editorial or format changes

____ recommend with major changes

____ do not recommend

4. Would you recommend that other dissemination activities be carried out?

____ Yes, in addition to dissemination of this report

____ Yes, instead of dissemination of this report

____ No

5. What audiences, if any, do you feel should receive copies of the report: (Please check and further specify recipients where necessary.)

____ Bureau Staff

____ Regional Staff

____ Vocational Staff

____ School Superintendents

____ Other LEA Personnel

____ Teacher Educators

____ Department of Education Personnel

____ Research Coordinating Units (other states)

____ Other (please specify)

Other Comments:

FIGURE
3.3.1.

AWARENESS AND INTEREST ACTIVITIES

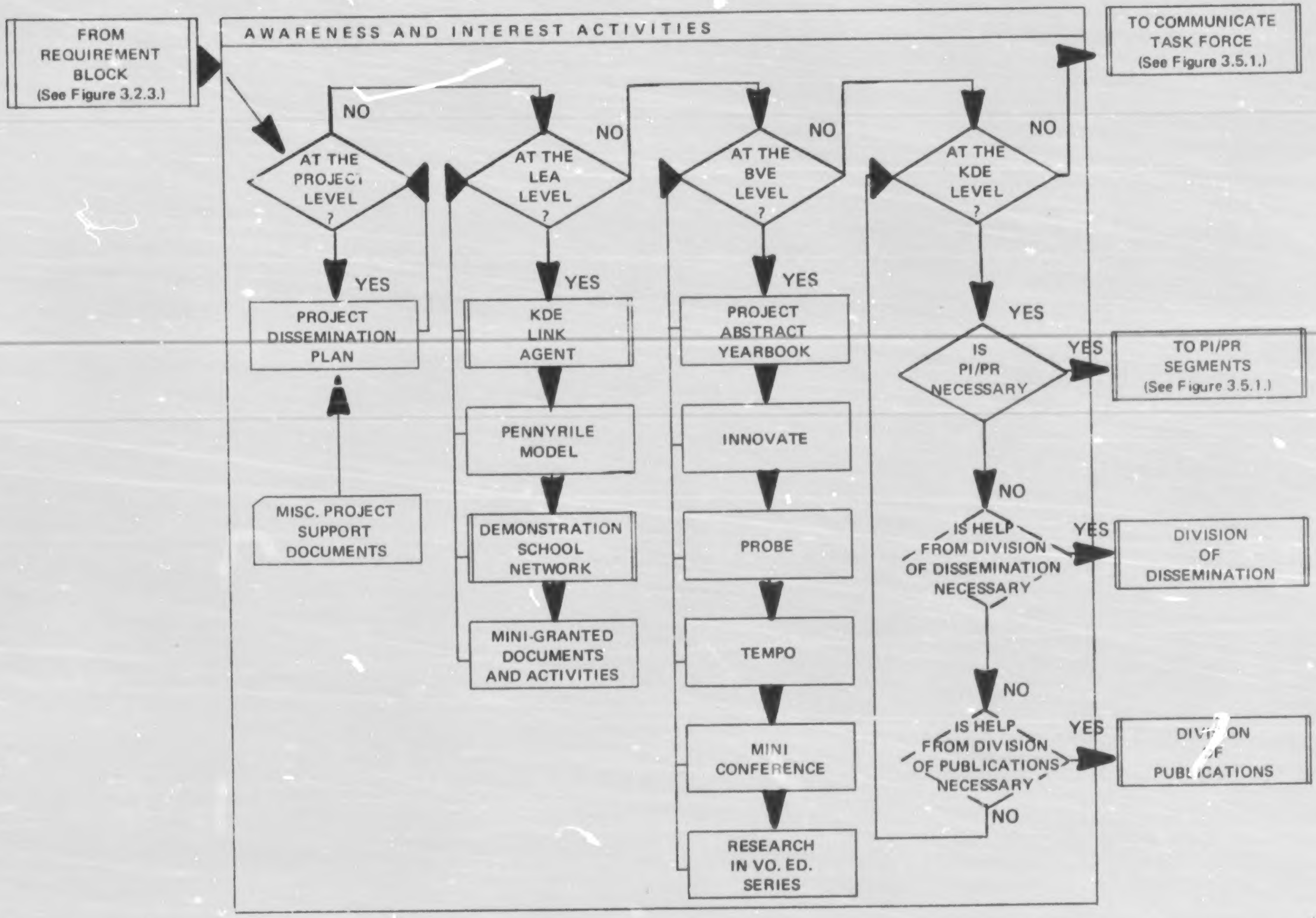

FROM REQUIREMENT BLOCK (See Figure 3.2.3.)
AWARENESS AND INTEREST ACTIVITIES
TO COMMUNICATE TASK FORCE (See Figure 3.5.1.)
AT THE PROJECT LEVEL ?
NO
YES
PROJECT DISSEMINATION PLAN
MISC. PROJECT SUPPORT DOCUMENTS
AT THE LEA LEVEL ?
NO
YES
KDE LINK AGENT
PENNYRILE MODEL
DEMONSTRATION SCHOOL NETWORK
MINI-GRANTED DOCUMENTS AND ACTIVITIES
AT THE BVE LEVEL ?
NO
YES
PROJECT ABSTRACT YEARBOOK
INNOVATE
PROBE
TEMPO
MINI CONFERENCE
RESEARCH IN VO. ED. SERIES
AT THE KDE LEVEL ?
NO
YES
IS PI/PR NECESSARY
YES
TO PI/PR SEGMENTS (See Figure 3.5.1.)
NO
IS HELP FROM DIVISION OF DISSEMINATION NECESSARY
YES
DIVISION OF DISSEMINATION
NO
IS HELP FROM DIVISION OF PUBLICATIONS NECESSARY
YES
DIVISION OF PUBLICATIONS
NO

FIGURE
3.4.1.

THE PUBLIC INFORMATION/PUBLIC RELATIONS SEGMENT

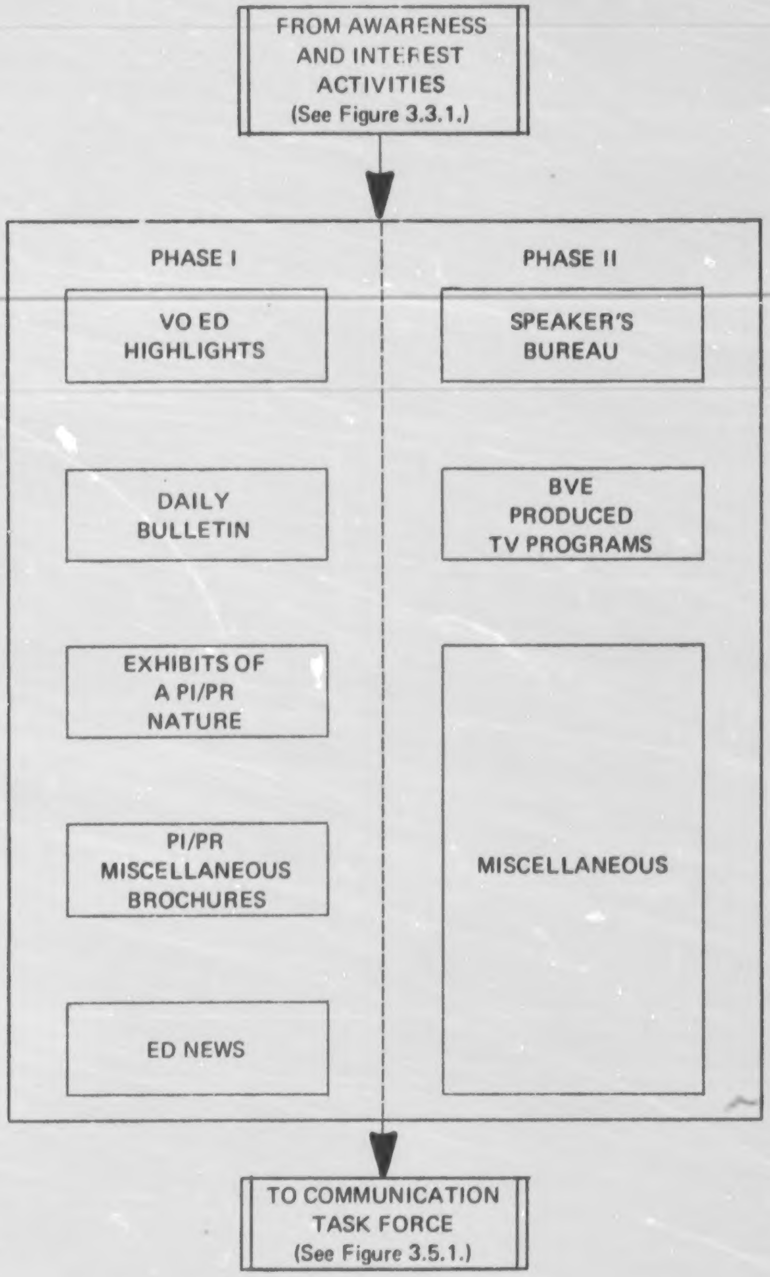

FROM AWARENESS AND INTEREST ACTIVITIES (See Figure 3.3.1.)
PHASE I
PHASE II
VO ED HIGHLIGHTS
SPEAKER'S BUREAU
DAILY BULLETIN
BVE PRODUCED TV PROGRAMS
EXHIBITS OF A PI/PR NATURE
PI/PR MISCELLANEOUS BROCHURES
MISCELLANEOUS
ED NEWS
TO COMMUNICATION TASK FORCE (See Figure 3.5.1.)

FIGURE
3.5.1.

THE COMMUNICATION TASK FORCE

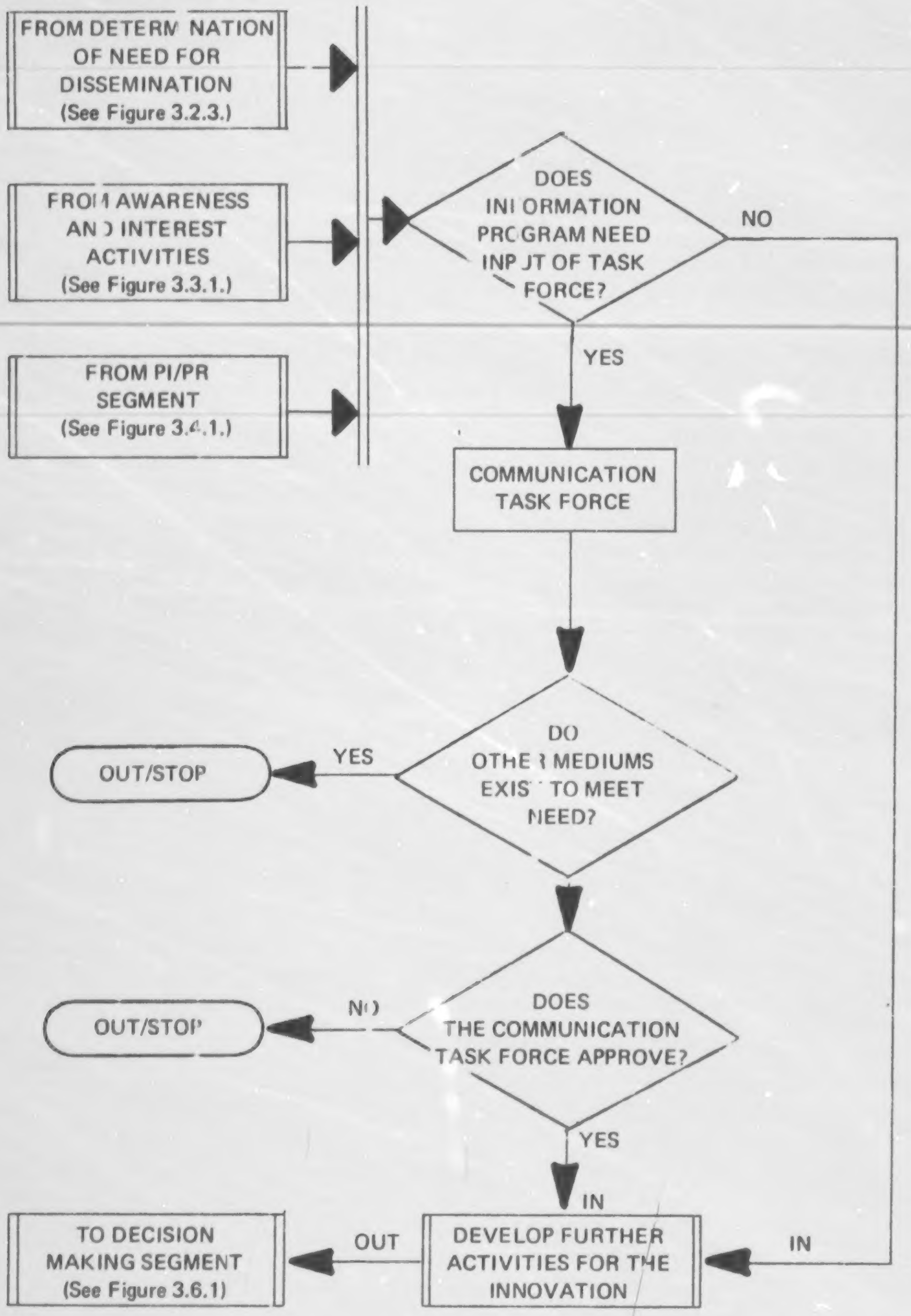
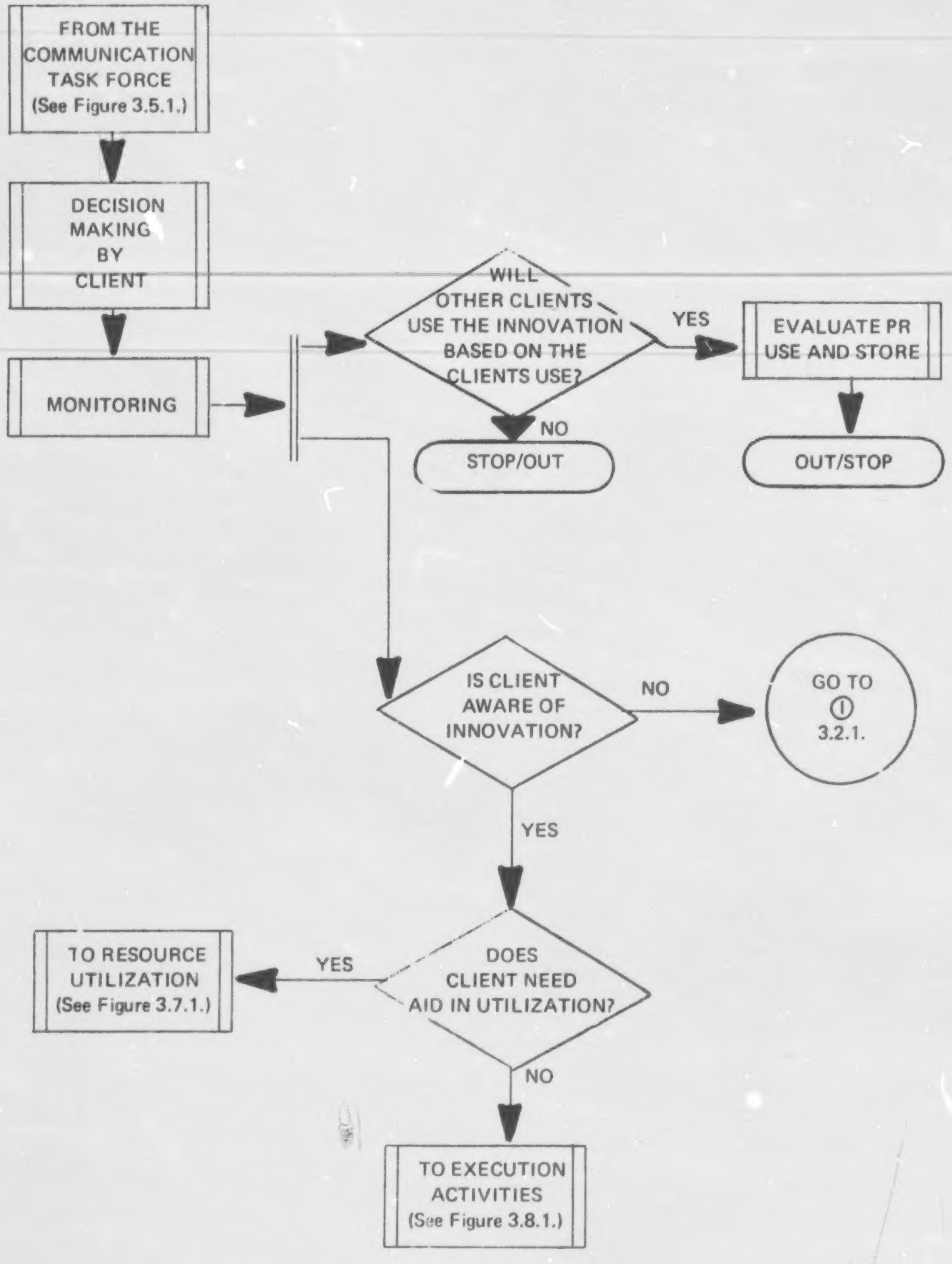

FROM DETERMINATION OF NEED FOR DISSEMINATION (See Figure 3.2.3.)
FROM AWARENESS AND INTEREST ACTIVITIES (See Figure 3.3.1.)
FROM PI/PR SEGMENT (See Figure 3.4.1.)
DOES INFORMATION PROGRAM NEED INPUT OF TASK FORCE?
NO
YES
COMMUNICATION TASK FORCE
DO OTHER MEDIUMS EXIST TO MEET NEED?
YES
OUT/STOP
DOES THE COMMUNICATION TASK FORCE APPROVE?
NO
OUT/STOP
YES
IN
DEVELOP FURTHER ACTIVITIES FOR THE INNOVATION
IN
OUT
TO DECISION MAKING SEGMENT (See Figure 3.6.1)

FIGURE
3.6.1.

THE DECISION MAKING SEGMENT


FROM THE COMMUNICATION TASK FORCE (See Figure 3.5.1.)
DECISION MAKING BY CLIENT
MONITORING
WILL OTHER CLIENTS USE THE INNOVATION BASED ON THE CLIENTS USE?
YES
EVALUATE PR USE AND STORE
OUT/STOP
NO
STOP/OUT
IS CLIENT AWARE OF INNOVATION?
NO
GO TO ① 3.2.1.
YES
DOES CLIENT NEED AID IN UTILIZATION?
YES
TO RESOURCE UTILIZATION (See Figure 3.7.1.)
NO
TO EXECUTION ACTIVITIES (See Figure 3.8.1.)

3.6.1.

MPORTANT PEOPLE IN COMMUNICATION

AME: ______________________________

ITLE: ______________________________

DDRESS: ______________________________

____

____

HONE: ( ) – ______________________________

Please do not write in this space

AM AVAILABLE TO SHARE INFORMATION ON THE FOLLOWING TOPICS:

LEASE CONTACT ME BY (CHECK AS MANY AS ARE APPLICABLE):

__________ Phone __________ Mail __________ In Person

AM ABLE TO TRAVEL TO ACT AS A CONSULTANT TO OTHER COMMUNICATORS:

WOULD BE AVAILABLE TO CONSULT ON:

IE BEST TIME FOR ME TO TRAVEL IS:

ANNOT AFFORD TO TRAVEL ON MY OWN, I WOULD REQUIRE

__________ All Expenses

__________ Other

__________ Honorarium

See Other Side

THE OMNIBUS DISSEMINATION PROJECT IS A FUNDED PROJECT OF THE KENTUCKY DEPARTMENT OF EDUCATION, BUREAU OF VOCATIONAL EDUCATION, FOR THE PURPOSE OF INCREASING THE UTILIZATION OF VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT INFORMATION.

I WOULD BE INTERESTED IN WORKING WITH OTHER COMMUNICATORS TO WRITE PROJECT GRANT PROPOSALS ON:

IF YOU HAVE ANY OTHER COMMENTS ABOUT YOURSELF OR YOUR INTERESTS WHICH YOU THINK WILL BE HELPFUL AS PART OF THE IMPORTANT PEOPLE IN COMMUNICATION PROGRAM, PLEASE INCLUDE THEM HERE:

PLEASE RETURN THIS FORM TO: NORM SIMS, COORDINATOR OF DISSEMINATION, 2007 CAPITAL PLAZA TOWER, FRANKFORT, KY. 40601

FIGURE
3.7.1.

RESOURCE UTILIZATION

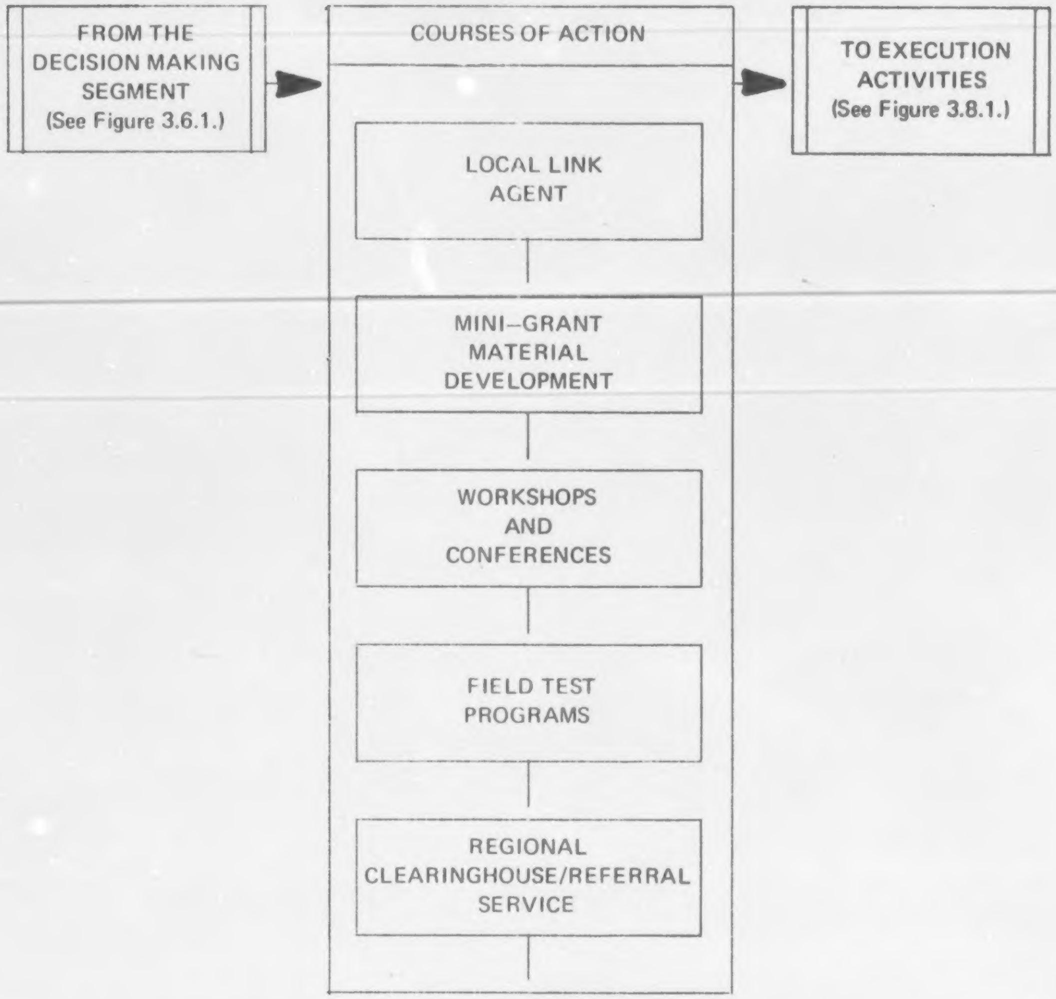
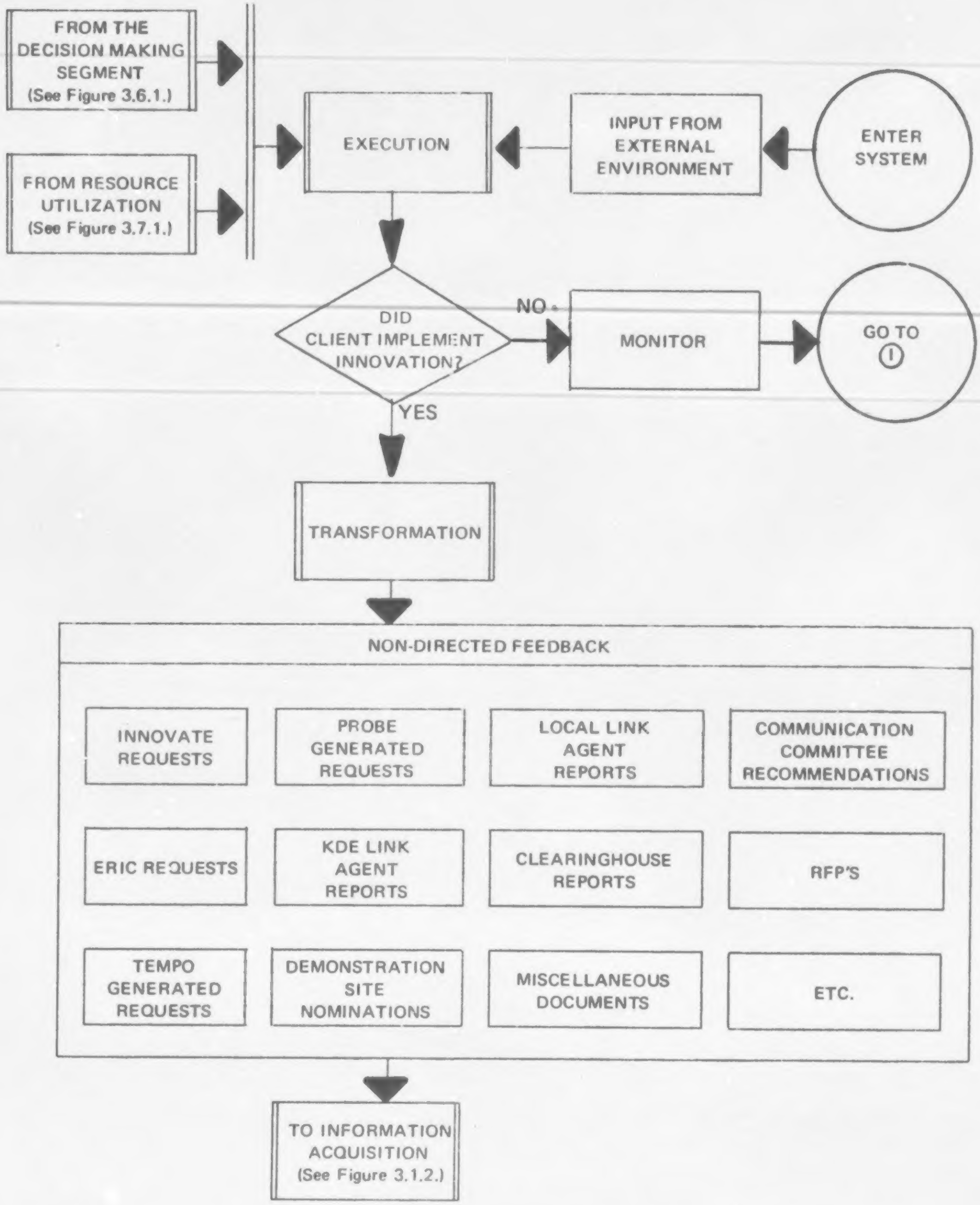

FROM THE DECISION MAKING SEGMENT (See Figure 3.6.1.)
COURSES OF ACTION
LOCAL LINK AGENT
MINI–GRANT MATERIAL DEVELOPMENT
WORKSHOPS AND CONFERENCES
FIELD TEST PROGRAMS
REGIONAL CLEARINGHOUSE/REFERRAL SERVICE
TO EXECUTION ACTIVITIES (See Figure 3.8.1.)

FIGURE
3.8.1.

EXECUTION AND TRANSFORMATION SEGMENT


FROM THE DECISION MAKING SEGMENT (See Figure 3.6.1.)
FROM RESOURCE UTILIZATION (See Figure 3.7.1.)
EXECUTION
INPUT FROM EXTERNAL ENVIRONMENT
ENTER SYSTEM
DID CLIENT IMPLEMENT INNOVATION?
NO
MONITOR
GO TO ①
YES
TRANSFORMATION
NON-DIRECTED FEEDBACK
INNOVATE REQUESTS
PROBE GENERATED REQUESTS
LOCAL LINK AGENT REPORTS
COMMUNICATION COMMITTEE RECOMMENDATIONS
ERIC REQUESTS
KDE LINK AGENT REPORTS
CLEARINGHOUSE REPORTS
RFP'S
TEMPO GENERATED REQUESTS
DEMONSTRATION SITE NOMINATIONS
MISCELLANEOUS DOCUMENTS
ETC.
TO INFORMATION ACQUISITION (See Figure 3.1.2.)

DOCUMENT
4.1.1.

The Survey Form

VOCATIONAL INFORMATION NEEDS SURVEY

OMNIBUS DISSEMINATION PROJECT

INSTRUCTIONS

Your response to this questionnaire will help in the design of an information dissemination system for vocational education in Kentucky. Please read each item and respond based upon your present role in vocational-technical education.

Return to: 2007 Capital Plaza Tower
Frankfort, Kentucky
40601

QUESTIONNAIRE

1. Check the designation below which best identifies your major responsibilities

____ Teacher (e.g., teacher, instructor, teacher-coordinator)
____ Counselor (e.g., counselor, vocational counselor)
____ Administrator (e.g., superintendent, principal, president, dean, state program director)
____ Local Director
____ Supervisor (e.g., supervisor, assistant supervisor, consultant, specialist, coordinator)
____ Teacher Educator (e.g., teacher educator, teacher trainer, department chairman, professor)
____ Researcher (e.g., RCU director, professor, research associate, research director)
____ Other (specify)____________________

2. In what type of organization are you employed? (Check one or more)

____ Elementary school
____ Junior or senior high school
____ Secondary
____ Postsecondary
____ Intermediate district or agency
____ Community or junior college (2 year)
____ College or university
____ State education agency (i.e., Kentucky Department of Education, Bureau of Vocational Education)
____ Other (specify)____________________

3. In what area of education are you now involved? ______________________________

______________________________ ______________________________ (SUBJECT MATTER)

______________________________ ______________________________

______________________________ ______________________________.

4. Have you been enrolled in any graduate, undergraduate, or inservice courses or workshops in the past 12 months?

____ Yes
____ No

5. Which of the following institutions have you used as sources of information in the past 12 months in solving problems in your work? (Check one or more)

____ Local or area school library
____ Resources Development Unit (RDU)
____ Curriculum Development Center
____ Kentucky Department of Education (KDE)
____ Bureau of Vocational Education (BVE)
____ University or college library
____ University or college department
____ Professional organization (e.g., AVA, NEA)
____ ERIC clearinghouse (e.g., VT, JC, AC)
____ ERIC Document Reproduction Service (EDRS)
____ Other (specify)______________________________
____ None of the above

6. If you have requested or received information from any of the following sources, how would you rate the adequacy of service? (Check one response for each item in A or B)

	A. Check if never used	B. Circle your rating if ever used				
		Very Adequate				Inadequate
Local or area school library		1	2	3	4	5
Resources Development Unit (RDU)		1	2	3	4	5
Curriculum Development Center		1	2	3	4	5
State education agency (i.e., KDE, BVE)		1	2	3	4	5
University or college library		1	2	3	4	5
University or college department		1	2	3	4	5
Professional organization (e.g., AVA, NEA)		1	2	3	4	5
ERIC clearinghouse (e.g., VT, JC, AC)		1	2	3	4	5
ERIC Document Reproduction Service (EDRS)		1	2	3	4	5

7. Please rate the usefulness of each of the following sources of information in solving problems in your work. (Check one response for each item in A or B)

	A. Check if Never used	B. Circle your rating if ever used				
		Very Adequate				Inadequate
Professional and reference books		1	2	3	4	5
Direct personal contacts		1	2	3	4	5
Research and development project reports		1	2	3	4	5
Professional journals and magazines		1	2	3	4	5
Graduate or inservice courses		1	2	3	4	5
Conventions, conferences, and workshops		1	2	3	4	5
Mass media (e.g., newspapers, television)		1	2	3	4	5
Plans, guides, and standards		1	2	3	4	5
Information Analysis Products (E.g., review and synthesis, interpretative papers, etc.)		1	2	3	4	5

7A. Which of these sources do you like to use the most? ______________________________

7B. Which do you like to like to use the second most? ______________________________

8. Please check the three most frequent individual sources of information used for solving problems in your work.

____ Subordinates in your organization
____ Fellow workers in your organization
____ Superiors in your organization
____ Colleagues in other organizations
____ Experts or authorities on the subject
____ Information service personnel (e.g., librarians, information specialists)
____ Other (specify) ______________________________

9. Please check the three information services which would be most useful, if available, for solving problems in your work.

____ A statewide vocational information journal
____ Specific searches of the literature
____ Analysis and interpretation of research
____ Routine mailing of current information
____ Provision of microfiche collection and reading equipment
____ Reproductions of actual documents
____ Telephone or other direct contacts with information specialists
____ Other (specify) ______________________________

10. How useful do you find each of the following information products in solving problems in your work? (Check one response for each item in A or B)

	A. Check if never used	B. Circle your rating if ever used				
		Very Adequate				Inadequate
Bibliographies and indexes		1	2	3	4	5
Abstracts and summaries		1	2	3	4	5
Journals and magazines		1	2	3	4	5
Newsletters and circulars		1	2	3	4	5
Review and synthesis of research		1	2	3	4	5
Workshops		1	2	3	4	5
Conferences		1	2	3	4	5

11. Check three characteristics of information you regard as the most important in solving problems in your work.

____ Ease of reading
____ Brevity
____ Ease in identifying
____ Speed of obtaining
____ Detail
____ Cost of obtaining
____ Physical form
____ Authenticity
____ Relevance to your problem
____ Currentness
____ Comprehensiveness
____ Other (specify) ______________________________

12. During which months of the year are your information needs greatest?

Circle one or more months

Jan.
Feb.
Mar.
Apr.
May
June
Jul.
Aug.
Sept.
Oct.
Nov.
Dec.

13. When you need information to solve an important problem in your work, how far in advance do you usually begin to seek it from each of the following sources? (Check one response for each source)

	Never used	check one			
		1 day	1 week	1 mo.	6 mo.
Local or area school library					
Resources Development Unit (RDU)					
Curriculum Development Center					

13.

	Never used	check one			
		1 day	1 week	1 mo.	6 mo.
State education agency (KDE, BVE)					
University or college library					
University or college department					
Professional organization (e.q., AVA, NEA)					
ERIC clearinghouse (e.g., VT, JC, AC)					
ERIC Document Reproduction Service (EDRS)					

14. If you have requested information from any of the following sources, how long did it usually take to receive a reply? (Check one response for each source)

	Never used	check one			
		1 day	1 week	1 mo.	6 mo.
Local or area school library					
Resources Development Unit (RDU)					
Curriculum Development Center					
State education agency (KDE, BVE)					
University or college library					
University or college department					
Profession organization (e.g., AVA, NEA)					
ERIC clearinghouse (e.g., VT, JC, AC)					
ERIC Document Reproduction Service (EDRS)					

15. When you need information to solve an important problem in your work, what is the farthest that you would be willing to go to examine it? (Check one)

____ Same office or room
____ Same building
____ Another building in the vicinity
____ Another location in the same town or city
____ Another town or city in the state
____ Another town or city in another state

16. In a typical month, how many hours do you spend in gathering information to solve problems in your work?

____

17. Are you familiar with the Educational Resources Information Center (ERIC) system?

____ Yes
____ No

18. Have you ever received any systematic instruction on the use of the ERIC system?

____ Yes
____ No

18 A. Have you ever received any systematic instruction on the use of research results and statistics?

____ Yes
____ No

19. Which of the following ERIC materials have you used? (Check one or more)

____ *Research in Education (RIE)*
____ *Current Index to Journals in Education (CIJE)*
____ *Abstracts of Research and Related Materials in Vocational and Technical Education (ARM)*
____ *Abstracts of Instructional Materials in Vocational and Technical Education (AIM)*
____ *Review and Synthesis of Research in . . .* (e.g., Technical Education, Health Occupations, Economics of Vocational Education)
____ ERIC microfiche (MF)
____ ERIC hardcopy (HC)
____ Other ERIC materials (specify) ______________________________
____ None of the above

20. From what sources have you requested or received ERIC materials?

____ Local or area school library
____ State Bureau of Vocational Education Resources Development Unit (RDU)
____ State education agency (e.g., KDE, BVE)
____ University or college library
____ University or college department
____ Professional organization (e.g., AVA, NEA)
____ ERIC clearinghouse (e.g., VT, JC, AC)
____ ERIC Document Reproduction Service (EDRS)
____ Other sources of ERIC materials (specify) ______________________________
____ None of the above

21. Would you be willing to participate without pay in an intensive one-day training session on use of educational information sources if offered within 20 miles of your work?

____ Yes
____ No

22. What topic do you have the greatest need for information about right now? ______________________

____

____

23. Any suggestions for improving information dissemination in education will be appreciated.

____

____

____

____

STAMP

INNOVATE
E. Norman Sims
Coordinator of Information Dissemination
Bureau of Vocational Education
2007 Capital Plaza Tower
Frankfort, Kentucky 40601

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Capital Plaza Tower
kfort, Kentucky 40601
) 564-3096

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INNOVATE

A Kentucky Vocational-Technical Education Abstract

Developing Mini-Lessons on Video Tape for Use in Units of Instruction for Child Day-Care Center Personnel

A Project Funded
Through the Resources
Development Unit,
Kentucky Bureau of
Vocational Education

DOCUMENT
4.5.1.

DEVELOPING MINI-LESSONS ON VIDEO TAPE FOR USE IN UNITS OF INSTRUCTION FOR CHILD DAY-CARE CENTER PERSONNEL

Project Director: Dr. Francis S. Goldsmith
Chairperson
Home Economics Department
University of Louisville
Louisville, Kentucky 40208

Project No. H2883-01

81 PAGES

JUNE 30, 1975

The purpose of this effort was to develop and produce black and white video tapes which could be used in units of instruction for day-care center personnel. These video tapes were to be "mini-lesson" units outlining basic concepts supplemented by a guide to their use.

The project staff has found that such a training package serves many groups interested in upgrading the education of personnel in early childhood centers. The tapes also make more vital and interesting teaching than formerly used lecture/discussion methods.

Twenty-two (22) tapes were produced:

- Infant care
- Parents & Centers
- Environment and the Center
- Needs of Children Up to Two
- Play and Play Equipment
- Foods for Toddlers
- Food Preparation
- Safety of Food in Centers
- Toddlers in a Morning Program
- Creative Activity for Two Year Olds
- Three Year Olds and a Morning Program
- Four Year Olds and a Morning Program
- Story Telling
- How to Tell Stories and Use Story Books
- Dramatic Play
- Music, Rhythms for Four Year Olds
- Creative Activity for Four Year Olds
- Five Year Olds in a Morning Program
- Science and Small Children
- A Science Experiment
- Food for Special Occasions
- Special Events

Each tape runs 15 to 30 minutes.

This document includes the lesson plan for each of these presentations.

DEVELOPING MINI-LESSONS ON
VIDEO TAPE FOR USE IN UNITS OF
INSTRUCTION FOR CHILD DAY-
CARE CENTER PERSONNEL

Copies of this report may be obtained by returning this card, or by writing or call
E. Norman Sims, Coordinator of Information Dissemination, 2007 Capital P
Tower, Frankfort, Kentucky 40601. (502)564-3096.

NAME

TITLE

SCHOOL, DEPT., ORG.

ADDRESS

CITY ______ STATE ______ ZIP ______

A Kentucky Vocational-
Technical Education
Report

INNOVATE, abstracts of Kentucky vocational-technical education research and exemplary programs is a component of the Omnibus Dissemination Project.

STAMP

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E. Norman Sims
Coordinator of Information Dissemination
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Frankfort, Kentucky 40601

INNOVATE
Resources Development Unit
2007 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-3996

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INNOVATE

A Kentucky Vocational-Technical Education Abstract

An Innovative Program for Achieving the Goals of Education in Human Relations and Occupational Competencies (Grades 7–12)

A Project Funded
Through the Resources
Development Unit,
Kentucky Bureau of
Vocational Education

DOCUMENT
4.5.2.

AN INNOVATIVE PROGRAM FOR ACHIEVING THE GOALS OF EDUCATION IN HUMAN RELATIONS AND OCCUPATIONAL COMPETENCIES

(Grades 7 - 12)

Project No. C00883-01

Project Director: Vandalyn L. Hooks
Director of Exemplary Program
1622 Southeastern Parkway
Owensboro, Kentucky 42301

180 PAGES

JUNE 30, 1975

This exemplary program was designed to provide students in the Owensboro - Daviess County middle and high schools with the opportunity to gain knowledge about themselves in relationship to their personal worth, other people, their attitudes, their interests, and their capabilities to use this self knowledge in making occupational decisions.

The program was aimed at helping the student bridge the gap between school and work, and between studying and experience. Part of the effort was directed toward helping the student deal with personal relationships while using the community as a school laboratory.

The results obtained by this project were far reaching and included the production of a Student Exploration Workbook and a Classroom Strategies for Personal Growth guidebook.

Significance and implications of this program are extensive and covered in the report document.

APPENDICES

A. Classroom Strategies for Personal Growth

B. Student Exploration Workbook

AN INNOVATIVE PROGRAM
FOR ACHIEVING THE GOALS OF
EDUCATION IN HUMAN RELATIONS
AND OCCUPATIONAL COMPETENCIES
(Grades 7 - 12)

Copies of this report may be obtained by returning this card, or by writing or cal
E. Norman Sims, Coordinator of Information Dissemination, 2007 Capital P
Tower, Frankfort, Kentucky 40601. (502)564-3096.

NAME ____________________

TITLE ____________________

SCHOOL,DEPT.,ORG. ____________________

ADDRESS ____________________

CITY __________ STATE __________ ZIP __________

A Kentucky Vocational-
Technical Education
Report

INNOVATE, abstracts of Kentucky vocational-technical education research and exemplary programs is a component of the Omnibus Dissemination Project.

DOCUMENT
4.6.1.

probe

A Sourcebook
of Innovations
for Kentucky
Vocational
Educators

A NEW SERVICE : PROBE

The newsletter which you are now reading offers what we hope will be a new method of dissemination for vocational educators. It is to be a new channel of communication to help you, the vocational educator, bridge the gap between the great amount of educational information generated throughout the United States and your own personal situation.

Webster defines "probe" as a searching examination, specifically an investigation or an exploratory advance. We hope that our new PROBE is exactly that.

PROBE is being published every other month as a component of the Bureau of Vocational Education's Omnibus Dissemination Plan. Through these few pages we hope to present a few choice "tid-bits" about vocational education research and exemplary programs going on in this state and throughout the nation. We also hope to offer a few "probes" about areas of vocational education which might deserve future exploration.

Through PROBE you will be kept better informed about: new instructional materials available; new opportunities for funding special programs; requests for research and exemplary program proposals; the status of present exemplary and research projects; and, more importantly, some idea of what innovations are being produced in Region "X" or Region "Y".

We do hope that you will find PROBE to be a useful tool in your work. We also hope that it will prompt you to take an interest in new innovations presented here and even share some of your ideas with us.

As always, if you have any comments concerning PROBE or any of the contents which PROBE carries, please feel free to pass the information along to us.

SURPRISING STUDY ON LEARNING

A comprehensive national study on what makes children learn has concluded that teaching methods are more important than the skills children bring into the classroom or the materials they use

The conclusion of the report, issued by the Stanford Research Institute, contradicts previous research on the subject. The SRI study reports that while early research indicated that student achievement depended almost wholly on the skills and abilities the children might have had when they entered school, those studies looked only at the amount of money spent on a child and how well the extra funds helped achievement.

"This is the first time anybody has gone into the classroom to see what the teacher is doing, how she interacts with her students, and how those patterns of interaction relate both to test scores and the students' behavior," said SRI project director, Richard Marciano.

IN THIS ISSUE: New Organization to Develop Vo Ed Curriculum for Energy Crisis – New Study Shows No Evidence of Decline in Reading Ability – Worker Alienation Not Fad – NIE Looks for Exploration Programs

No. 1, 1975

NEW ORGANIZATION TO DEVELOP VO ED CURRICULUM FOR ENERGY CRISIS

The National Education Council on Energy and Power (NECEP) is a new organization of vocational educators and business-industry representatives whose purpose is to assist in the development of new curriculum models dealing with the "high technology" involved in solving global energy problems. Information is available from Vahan Basmajian, President, Megatech Corporation, 29 Cook Street, Billerica, Massachusetts 01866.

NEW STUDY SHOWS NO EVIDENCE OF DECLINE IN READING ABILITY

A new study titled *Reading Achievement in the United States: Then and Now* by Roger Farr, Jaap Tuinman and Michael Rowls reports that they have been unable to find any evidence that reading ability is declining. The researchers report that from the studies which they review they came to the conclusion that no generalizations can be made, pro or con, on the issue of reading levels. Copies of the report are available from the Institute for Child Study, Indiana University, Bloomington, Indiana.

MONTANA STUDENT EVALUATION PROGRAM

In February, 1974, the student body of one of Montana's vocational schools expressed through their student council a desire to voice more formally their views of program staff, curriculum, and operations. As a consequence, a cooperatively established procedure has been developed for surveying student opinion in order to determine areas of interest relative to performing an evaluation. Once the survey was complete, guidelines for listing objectives were established, the formatting of procedures was begun, and, in conjunction with various department heads, work was undertaken to develop the forms to be used in student evaluation of the school staff.

The initial evaluation was designed to reveal student perceptions of instructional staff. Results were encouraging and established that the instructional staff were both liked and perceived to be professionally competent by the student body.

For further information on this student evaluation procedure write: Information Services, MPEEDP, P.O. Box 3078, Glasgow AFB, Montana 59231.

WORKER ALIENATION NOT FAD

Worker Alienation has been decried as a momentary fad stirred up by intellectuals and the press. A Ford Foundation study suggests, however, that the problem is real, of lasting duration, and built into the very demography of American society.

For example, in the late 1960's two basic demographic lines crossed: There are now more people in the adult labor force with at least one year of college than there are higher-level jobs to absorb them:

	1960	1970
Proportion of adult labor force with one or more years of college	19%	27%
Proportion of total employment represented by managerial, administrative, technical and professional jobs	20%	22%

American society has long sold its youth on higher education as the best route to increased status, power, and income. But increasing numbers of college-trained youth are bumping into the reality that pyramids narrow at the top. It has been estimated that 2.5 million college graduates will be competing for jobs which would require only postsecondary vocational-technical training during the decade. (From the *Ford Foundation Letter* 6-5)

research resources of note

MATERIALS AVAILABLE --------------

--A new pamphlet titled "Some Sources of 2 x 2-inch Color Slides" is available from Kodak, Motion Picture and Audiovisual Markets Division, Rochester, New York 14650. The pamphlet lists 71 slide sources, some of them free.

--The new *Guide for the Development of Proposals, Progress and Final Reports* is now available from the Bureau of Vocational Education. To get your free copy of this handy reference book write: Norm Sims, Coordinator of Dissemination, 2007 Capital Plaza Tower, Frankfort, Kentucky 40601. This guide lists the required steps for submitting projects for research (Part C) and exemplary (Part D) program monies.

--Also available from the Bureau is the *Research and Development Backgrounds* series. This series of booklets offer abstracts of documents covering the range of the Bureau's research and exemplary priority areas. These topic areas are:

RP3 – Facility and Equipment Utilization

RP5 – Predictive and Projective Research

RP8 – Vocational Education in the Real World Setting

RP10a – The Needs of the Disadvantaged and Handicapped

RP10b – The Needs of the Rural Disadvantaged and Handicapped

RP10c – The Needs of the Urban Disadvantaged and Handicapped

RP10d – The Needs of the Disadvantaged and Handicapped: General

RP12 – Educational Laddering and Articulation

The documents would be great aid in developing a project proposal in any of the above areas. Copies are available from Norm Sims at the above address.

--The Southwide Research Coordinating Council has prepared a report titled *Educational Impact: A Report of the SRCC on the Impact of Selected Vocational Research and Development Activities*. This document lists 28 projects from 14 states and the impact these projects have had. A few copies are still available from Norm Sims at the above address.

RDU RESEARCH PRIORITIES FOR FY 1976

1. Conduct an impact evaluation study of the past R & D activities of the Resources Development Unit.
2. Expand the program for disseminating research results, demonstration efforts and technical information relating to innovative methods, procedures, and practices for improving vocational education.
3. Identify and demonstrate techniques to increase the efficiency and effectiveness of the utilization of facilities and equipment in the State Vocational Technical Schools and Area Extension Centers.
4. Conduct supportive research, exemplary and dissemination activities for the development and implementation of competency based education.
5. Conduct predictive and projective research to be used in determining the future needs of vocational education.
6. Support the development of a comprehensive plan of guidance, placement and follow-up of vocational education students that will extend from grades 7, 8, or 9 through postsecondary and adult education.
7. Expand the operation of a statewide program of dissemination to support existing programs in vocational education through publications and all media channels.
8. Identify and demonstrate techniques to produce additional vocational education experiences for students in the real work world setting.
9. Develop a model vocational education needs assessment program that will be applicable to a school district, a vocational education region or the State as a total.
10. Conduct a study to determine the vocational education needs of the disadvantaged and handicapped students in Kentucky.
11. Identify and demonstrate techniques to improve postsecondary, adult and continuing education in Kentucky.
12. Identify and demonstrate techniques to expand the concept of educational laddering or educational articulation as it relates to vocational education.

NEW PROJECTS OF INTEREST

FORD FOUNDATION: a $650,858 twenty-nine-month supplement to the Center for Community Change, for Leadership Development Program (LDP) fellowships in Arizona, New Mexico, Texas, and Southern Colorado. LDP was established by the Ford Foundation in 1966 to train rural educators and community leaders.

FORD FOUNDATION: a $319,200 grant over two years to establish a Leadership Development Program in Central Appalachia and for support of the Mountain Community Education Program which sponsors workshops, local forums, and other programs involving LDP fellows.

NATIONAL SCIENCE FOUNDATION: the NSF recently awarded the Illinois Council of Economic Education a $37,881 grant for a continuation of the World of Work Economic Education (WOWEE) program. This year's program in Illinois is designed to build on the existing program by utilizing the services of WOWEE trained teachers from 20 Illinois districts to train other teachers.

OFFICE OF EDUCATION: the OE has recently given grants totaling $37.6 million to 300 colleges and universities as well as States, LEAs and nonprofit agencies, for the training of educational personnel to deal with the special educational problems of the handicapped. The office also set up an information clearing house for teachers and parents explaining where this training is available. The Brochure is available from: Closer Look, Box 1492, Washington, D.C. 20013.

DISSEMINATION MEANS VISIBILITY

As part of its dissemination effort, the staff of the Omnibus Dissemination Project are willing to make appearances, give presentations and participate in discussion groups. We look forward to meeting and talking to you.

QUESTIONS?

Do you have any questions about research and exemplary programs in Kentucky Vocational Education? PROBE will answer reader questions in upcoming issues. Address queries to: PROBE, 2007 Capital Plaza Tower, Frankfort, Kentucky 40601.

PRIVATE TEACHING FOUND NO BETTER THAN PUBLIC FOR DISADVANTAGED

The *Brookings Bulletin* (Summer, 1975) reports on a study conducted by Edward Gramlich and Patricia Koshel which indicates that where underprivileged children are concerned ordinary public schools teach as well as private companies.

Supported by a grant from the Edna McConnell Clark Foundation, Drs. Gramlich and Koshel examined an effort by the Office of Economic Opportunity to find whether private educational firms could teach academically underprivileged children to read or write better than ordinary public schools. If the firms were paid more as their students learned more, would they do a better job of teaching? The official finding--that the private companies seemed to teach no better than the public schools--was published in 1972, and much controversy has simmered over it ever since.

Gramlich and Koshel have followed up the OEO study and confirm the official verdict and the broadly negative OEO assessment of performance contracting. The study, *Educational Performance Contracting: An Evaluation of an Experiment*, is available for $2.50 from the Brookings Institute, 1775 Massachusetts Avenue, N.W., Washington, D.C. 20036.

REQUESTS FOR ARTICLES

--*TEMPO*, the quarterly technical journal of the Bureau of Vocational Education, is looking for timely articles in the area of vocational-technical education. Articles should be submitted to *TEMPO*, 2007 Capital Plaza Tower, Frankfort, Kentucky 40601.

--The *Community College Review*, a national journal devoted to the dissemination of research and discussion of issues in community college education, is looking for stimulating, timely articles in the area of occupational education. They are particularly interested in publishing the findings of significant occupational education research on controversial issues. All manuscripts should be sent to: *Community College Review*, Box 5504, North Carolina State University, Raleigh, North Carolina 27607.

PROJECTS FUNDED BY BUREAU OF VOCATIONAL EDUCATION FY 1976

Part C

TITLE	AGENCY
A Field Trial and Analysis of Selected Occupational Guidance Counselor In-Service Education	Western Kentucky University, Bowling Green, Wayne Ashley, Director, B. Glen Davis, Monitor.
Identification of Professional Competencies Needed by Vocational Administrators in Kentucky	Eastern Kentucky University, Richmond, Jim Masterson, Director, B. Glen Davis/Bruce Carpenter, Monitors.
Two Hour Vocational Classes at Laurel County Area Vocational School	Region 13, Barbourville, Laurel County, James Moore, Director, B. Glen Davis/Lynn Fluegge, Monitors.
Vocational Education Public Information Program for the Pennyrile Region	Region 2, Madisonville (Pennyrile), Joyce Logan, Director, Norman Sims, Monitor.
Postsecondary Vocational Education Students in Kentucky, An Analysis of Variables Associated With Their Enrollment in Two Types of Institutions	Bureau of Vocational Education, Frankfort, Royce Justice, Director, B. Glen Davis, Monitor.
An Experimental Study to Determine the Impact of Career Exploration on Career Maturity and Attitudes Toward School of Junior High Students in Bullitt County	Bullitt County, Hebron Jr. High, Shepherdsville, Karen Travis, Director, B. Glen Davis, Monitor.
Effects of a Program of Career Education in the Region 12—Phase II	University of Kentucky, Lexington, Clayton Omvig, Director, B. Glen Davis, Monitor.
An Evaluation of the Resources Development Unit of the Kentucky Bureau of Vocational Education	Center for Vocational Education, Ohio State University, N. L. McCaslin, Director, B. Glen Davis, Monitor.
An Assessment of Vocational Education Needs of the Disadvantaged and Handicapped in Kentucky	University of Louisville, Keith Bayne, Director, B. Glen Davis, Monitor.
A Statewide Assessment of the Utilization of Direct Operated Vocational Education Facilities	Bureau of Vocational Education, Frankfort, B. Glen Davis, Director, B. Glen Davis/Royce Justice, Monitors.
Part D	
Mining and Reclamation Cooperation Education Program	Madisonville State Vo-Tech School, Harold Massey/Bill Hatley, Directors, Lou Perry, Monitor.
Developmental Model for a Regional Vocational Placement and Follow-up System	Western Kentucky University, Region 4, Bowling Green, Martha Raymer, Director, Lou Perry/Bob Gary, Monitors.
Competency-Based Program Development in Vocational Education	Curriculum Development Center, University of Kentucky, Lexington, Bruce Carpenter, Director, Lou Perry/Robert Spillman, Monitors.
Articulation Project for Allied Health	Murray State University, Ray Dunn, Director, Lou Perry/Jack Hatfield, Monitors.
A Triangular Teaching Process in Mass Communications	Daviess County, Owensboro, Ed Allen, Director, Lou Perry/Dick Crosby Monitors.
Carroll County Vocational Internship Program	Carroll County, Carrollton, Roland Haun, Director, Lou Perry/Donnalie Stratton, Monitors.
Evaluation of Equipment Needed to Field Test Competency Based Individualized Instructional Materials	Bureau of Vocational Education, Frankfort, Bruce Carpenter, Director, Robert Schneider, Monitor.
Development of a Model Research and Development Information Dissemination Program for the Kentucky Bureau of Vocational Education: An Omnibus Plan	Bureau of Vocational Education, Frankfort, E. Norman Sims, Director, Robert Schneider, Monitor.
A Demonstration School Site Program in Vocational Education for Kentucky	Resources Development Unit, Bureau of Vocational Education, Frankfort, E. Norman Sims, Director, Lou Perry/Robert Schneider, Monitors.
Rowan County Experiential Field Consortium	Rowan County, Morehead, Bill Francis, Director, Lou Perry, Monitor.
ARC	
Placement Program for Students of Vocational Programs In Paintsville Region 11	Region 11, Paintsville, Henley Dutton, Director, Lou Perry, Monitor.
Career Education for Region 12 (Hazard)	Kentucky Valley Education Cooperative, Region 12, Hazard, Owen Collins, Director, Lou Perry/CEC Members, Monitors.
Comprehensive Vocational Education Program Planning Region 10, Ashland	Region 10, Ashland, Vincent Kidd, Director, Royce Justice, Monitor.
Vocational Education Program Planning Region 14, Somerset	Region 14, Somerset, Royce Justice, Monitor.
Vocational Placement Program for Graduates of Region 13- Harlan	Region 13, Harlan, Harve Couch, Director, Lou Perry, Monitor.

VO ED SHOWS NATIONAL ENROLLMENT INCREASE

The National Advisory Council on Vocational Education Reports that a total of 12,072,445 persons were enrolled in vocational education programs in FY 1973, representing an increase of 470,301 or 4.1 percent over the FY 1972 total. Data for FY 1974 and 1975 is not yet available.

PROBE
Editor: Sara Goins

Published bi-monthly by the Kentucky Department of Education, Bureau of Vocational Education, as part of the Omnibus Dissemination Project (B97006). Comments should be sent to PROBE, 2007 Capital Plaza Tower, Frankfort, Kentucky 40601. Points of view or opinions do not necessarily represent the viewpoint of the Kentucky Department of Education.

Exemplary Projects and Programs

EXPERIENCE BASED CAREER EDUCATION GRANTS

In July an announcement was made by USOE that there is a plan to give three $5,000 planning grants per state for proposals based on developing Experience Based Career Education programs.

You can put yourself on the mailing list to receive an application package for the grant by writing a letter to your Department of Health, Education and Welfare Regional Commissioner of Occupational and Adult Education. Kentucky is in Region IV, so letters should be addressed to Mr. Donald Snodgrass in Atlanta.

For more information on this grant program, contact the Bureau of Vocational Education.

NIE LOOKS FOR EXPLORATION PROGRAMS

The National Institute for Education is looking for in-school occupational exploration programs that bring the variety of world-of-work opportunities into the school building. If you think you are successfully doing such a program, please write to David Goodwin, Education and Work Group, Room 600, NIE, Washington, D.C. 20208.

COOPERATIVE CAREER EDUCATION PROGRAM

The feasibility of establishing cooperative career education programs among school districts in Douglas County, Oregon, is being studied by personnel from the local districts and manpower agencies. The Northwest Regional Educational Laboratory is assisting the Study Steering Committee in preparing analyses and reports on future employment availability, student enrollment trends, career education staffing, and alternative patterns of local district cooperative career education programs, including shared enrollments, geographic location, shared facilities and staffs, shared community resources and cost estimates. For further information on this project write: Dr. Tom Olson, Director, Instructional Improvement Division, NWREL, 710 S.W. Second Avenue, Portland, Oregon 97204.

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Education

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DOCUMENT
4.6.2.

probe

A Sourcebook of Innovations for Kentucky Vocational Educators

EXPERIENCE-BASED CAREER EDUCATION GRANTS FINISH FIRST STAGE

The first stage of a two step process of proposal application for Experience-Based Career Education is near completion. In this first stage, 13 Kentucky educational agencies have submitted an application for a Planning Grant, three of these will be awarded toward the development of a Demonstration Grant.

The Planning Grant proposals will now be assessed by a review panel and by personnel from the U.S. Office of Education. The submitted applicants include:

A. Program Priority Area No. 1

1. Bowling Green Independent Schools – "Experience-Based Career Education: A Demonstration Project (Planning Grant for Priority Area I)"
2. Educational Development Region 9 (Morehead) – "Experience-Based Career Education Planning"
3. Education Development Region 12 (Hazard) – "Experience-Based Career Education Program: No. 13.502"
4. Education Development Region 13 (Barbourville) – "Experience-Based Career Education Planning Proposal"
5. Fayette County Schools – "Experience-Based Career Education"
6. Greenup County Schools – "An Application for A Study Grant to Establish An Experience-Based Career Education Program"
7. Jefferson County Public Schools – "Planning Grant for Experience-Based Career Education"
8. Newport Board of Education – "Experience-Based Career Education Plan for Newport City Schools"
9. Daviess County, Owensboro, and Daviess County Catholic Schools – "Experience-Based Career Education Planning Proposal"

B. Program Priority Area No. 2

10. Clark County – "No. 2 – Experience-Based Career Education/Cluster"
11. Rowan County – "Planning Grant Priority No. 2: Experience-Based Career Education/Clusters"

C. Program Priority Area No. 3

12. Covington Board of Education – "Request for Planning Grant (Career Education)"
13. Western Kentucky University – "Experience-Based Vocational Education: A Development and Demonstration Project"

RESEARCHER SAYS PERFORMANCE RESEARCH IS POOR

Pointing to the lack of correlation between the schools claim to teach and the traits necessary for good worker performance, National Institute of Education Director Harold Hodgkinson says that educators may be testing for the wrong things and wasting student talents in the process.

Hodgkinson reports that students retain more information the closer they get to graduation and that direct training experience seems to produce the highest rates of retention. On-the-job training is the best form, but part-time work experience and simulations also work well. The worst predictors of job performance are general skills and basic personality traits, items extensively measured in the schools, he says.

IN THIS ISSUE: Pell Bill Establishes Vocational Institute – Performance Research Is Poor – New Research Journal Available – Paperwork Conference

No.2, 1976

PROBE PRESENTS THE FIRST ANNUAL THINKER AWARD

PROBE, and the Resources Development Unit of the Bureau of Vocational Education, are looking for good ideas which can help vocational educators in Kentucky.

If you have an idea or innovation which might help other vocational educators, write it down and send it to: Thinker Awards, PROBE, 2007 Capital Plaza Tower, Frankfort, Kentucky 40601.

The ideas will be published monthly in PROBE and the best idea for the year will win the "Thinker," a special award.

More information on the Thinker Award will be in future issues of PROBE.

CURRICULUM SPECIALISTS CURRICULUM BEING DEVELOPED

Two complementary projects to train vocational education curriculum specialists are now going on through USOE grants.

The American Institutes for Research (AIR) of Palo Alto, California will design, develop and field test a graduate level training program for vocational education curriculum specialists through a two year grant.

A parallel contract was awarded to Washington State University.

Interested persons should contact Project Director Dr. John Bowers, AIR, P.O. Box 1113, Palo Alto, California 94302.

SURVEY SAYS PARENTS LOVE TEACHERS

If you've been worried that parents no longer trust teachers and schools, a national survey by Leo J. Shapiro and Associates should make you feel better. "Everything we learn from parents today confirms that they are convinced teachers are good; and that anything a teacher does for their children beyond the expected will raise this evaluation to great," says Shapiro. "Society will not blame you for students who turn out badly; and it is prepared to give you a hearty share of the credit for those who succeed."

PELL BILL ESTABLISHES VOCATIONAL INSTITUTE

Senator Clairborne Pell (D. – R.I.) has introduced a bill which would break down the National Institute of Education into three separate institutes, each with its own director. An Institute for Elementary and Secondary Education, an Institute for Postsecondary Education, and an Institute for Vocational Education would be established. The Vocational Institute would take over all vocational research including monies currently being directed to Kentucky through the Bureau's Resources Development Unit.

Project Grants would be made based on NIE priorities rather than state selected priorities.

Copies of this bill are obtainable from Norm Sims in the Bureau. Comments regarding the bill should be sent to:

Senator Claiborne Pell
Capitol Hill Office
325 Rayburn Senate Office Building
Washington, D.C. 20510

Congresswoman Jean Frolicher
Majority Counsel
Senate Subcommittee on Education
4230 Dirksen Building
Washington, D.C. 20510

Congressman Gregory Fusco
Minortiy Counsel
Senate Subcommittee on Education
4222 Dirksen Building
Washington, D.C. 20510

Congressman John F. Jennings
Majority Counsel
House Subcommittee on Elementary,
Secondary and Vocational Education
Rayburn House Office Building
Washington, D.C. 20515

Congressman Charles W. Radcliffe
Minority Counsel
House Education and Labor Committee
Rayburn House Office Building
Washington, D.C. 20515

Representative Carl Perkins
Room 2365
Rayburn House Office Building
Washington, D.C. 20515

IDEAS AND ASSISTANCE WELCOMED

Comments, suggestions and contributions are welcomed by the PROBE staff. News of innovative projects can be reported in this sourcebook. Please send information about local projects that would help other vocational educators develop quality programs.

BIBLIOGRAPHIES FOR PART C AND D APPLICANTS

Seven annotated bibliographies have been prepared by the AIM/ARM staff to assist applicants for Federal research and demonstration grants for FY 1976. Notices of these priorities were given in the *Federal Register* (November 10 and July 19, 1975).

These bibliographies will help grant applicants plan projects which build on previous work as well as avoid duplication.

The seven publications are:

Adult Vocational Education	$1.75
Post-Secondary Vocational Education	1.75
Individualization and Modularization	4.00
Special Needs Populations	9.00
Experience Based Career Education	3.00
Evaluation of Work Experience, Cooperative Education and Youth Manpower Programs	4.00
Sex Stereotyping and Occupational Aspiration	3.00

Checks or purchase orders should be made payable to The Center for Vocational Education and be mailed to: Product Utilization, 1960 Kenny Road, Columbus, Ohio 43210.

CALENDAR

February 8-11	Second Career Education National Forum. Washington, D.C.
March 28-April 2	Association for Educational Communications and Technology National Convention. Anaheim, California
March 30-April 3	Annual Meeting of the National Society for Performance and Instruction. Atlanta, Georgia
April 19-23	AERA National Conference. San Francisco, California

NEW RESEARCH JOURNAL AVAILABLE

A new journal, *The Journal of Vocational Education Research*, is being published quarterly by the American Vocational Education Research Association. Volume 1, Number 1, includes articles such as these:

The Curriculum Problem and National Goals, by John Coster, Robert Morgan and John Dane.

Instructional Materials: Job Analysis to Evaluation, by Barbara Clawson.

Issues and Problems in Vocational Education Research, by Mary Bach Kievit.

Philosophical Basis for Curriculum Development, by C. Thomas Olivo.

The microfiche version of the Journal is included in AVERA memberships. Non-members may subscribe for $5 per calendar year. The paper copy version is $15 per calendar year to members and non-members. Subscription orders should be addressed to: Managing Editor, *Journal of Vocational Education Research*, The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.

PROJECT INFORMATION REQUESTED

If you would like to share news about your vocational education project or program with others, the AIR VECS Quarterly can be a forum for the exchange of your ideas, information, and progress. Send your project news to: Carol Kaplan, Editor, AIR VECS Quarterly, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302.

AVAILABLE FROM THE PRINTING OFFICE

The Government Printing Office now has copies of *A Practical Guide to Measuring Project Impact on Student Achievement.* Send $1.90 and ask for stock No. 178-01460 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

PROBE
Editor: Sara Goins

Published bi-monthly by the Kentucky Department of Education, Bureau of Vocational Education, as part of the Omnibus Dissemination Project (B97006). Comments should be sent to PROBE, 2007 Capital Plaza Tower, Frankfort, Kentucky 40601. Points of view or opinions do not necessarily represent the viewpoint of the Kentucky Department of Education.

CONTINUING EDUCATION TO BE LINKED TO EMPLOYEE GROWTH

The National Science Foundation has announced a grant to Genesys Systems, Inc., Palo Alto, California, to seek out correlations between participation in continuing education programs and employee growth or performance. According to Albert J. Morris, project director of the study and president of Genesys, government and industry spend more than a billion dollars annually on continuing education, with additional hundreds of millions spent by the professions. "In spite of the huge expenditures," Mr. Morris said, "no significant evidence has been documented relating an individual's job performance to his or her participation in programs of continuing education."

PAPERWORK CONFERENCE

The new Commission on Federal Paperwork recently commenced its program of public hearings with a one-day session in Boston. More are scheduled for various locations around the Nation. The Commission, established by law last December, is studying ways of reducing both the cost and the burden imposed by excessive federal government forms. A final report will be issued in two years after all testimony is heard. For more information, or to inquire about scheduling, write to Hassell Bell, Commission on Federal Paperwork, 1111 20th Street, N.W., Washington, D.C. 20036, or phone (202) 254-6920.

FREE PUBLICATION ON VOCATIONAL EDUCATION

A new 32 page booklet titled *Facing Facts About Vocational Education for Your Career* is available free to educators, in individual and quantity orders, from Prudential Insurance, Box 36, Newark, New Jersey 07101. The booklet is designed for high school students and counselors and provides an overview of career education, including the specific steps a young person can take to decide on a career, locate institutions to train for it, and find ways to pay the costs.

GRANTS VS. CONTRACTS

Many vocational education researchers have been somewhat concerned about the difference in the terms "grant" and "contract." These terms are becoming more and more important in applying for Federal project monies. Career Education News (IV, 22) offers this explanation, "Grants are responses to a general program announced by a government agency; the best idea submitted . . . is given the grant. Contracts are responses to very specific work orders issued by the government. The winning project is the one best response to the specifics in the work orders. So you must pay very close attention to each word and conform closely to the requirements." If you want to apply for project contracts, watch the Commerce Business Daily; grants are announced in the Federal Register.

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As an educator, when you have questions about what you are doing, why you are doing it, or are there better ways of doing it--where do you go for answers?

If you are like most vocational educators, the demands on your time prevent the utilization of much more than the most available information.

However, because you require more than this information, the Omnibus Dissemination Project, in the Bureau of Vocational Education, has been established to help you.

Omnibus programs can bring the best information available to bear on any subject concern, or tell you where it is available.

As you seek answers to questions and solutions to problems, why not check all of the available literature to see what others faced with the same or similar information needs discovered and what conclusions they arrived at?

OMNIBUS

FOR FURTHER INFORMATION
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Bureau of Vocational Education
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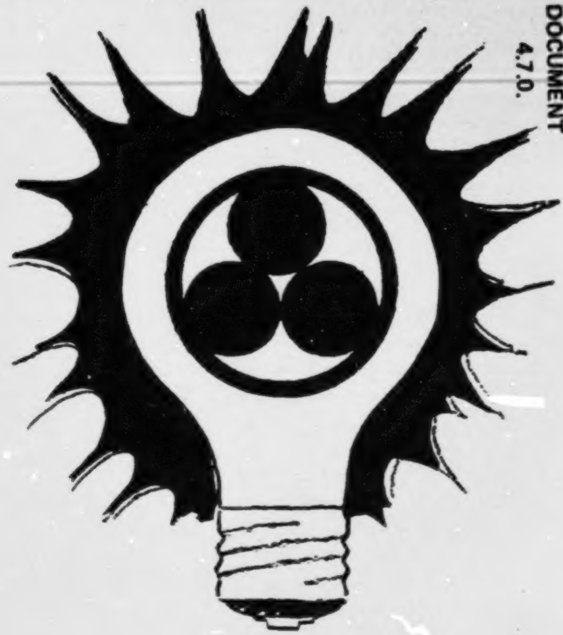

We Have a Bright Idea. It's Called the Kentucky Vocational Education Omnibus Dissemination Plan. This Brochure Tells You All About It.

THE KENTUCKY OMNIBUS DISSEMINATION PROJECT COMPONENTS

TEMPO – *A Journal of Vocational Issues*

TEMPO is a quarterly publication of the Bureau of Vocational Education produced as a part of the Omnibus Project. TEMPO's subject matter deals with current research and development issues in the nation and is distributed free of charge to vocational education personnel and friends. Readers are welcome to suggest ideas or submit articles for TEMPO. All correspondence should be addressed to, Editor, TEMPO, Bureau of Vocational Education, 2007 Capital Plaza Tower, Frankfort, Kentucky 40601.

PROBE *A Newsletter of Vocational Education Research and Development in Kentucky*

PROBE is distributed every other month to individuals interested in keeping up with the world of educational research. PROBE readers can expect to be kept up to date on such topics as: new materials; new projects; project money availability; and project outcomes.

RIVES – *The Research in Vocational Education Series*

RIVES is an ongoing professional development service of the Omnibus Project. The series offers documents which should give the reader some insights and make for a better researcher or project director. Documents already developed as part of RIVES include *A Guide for Preparing Proposals, Progress and Final Reports* and *Using the Modified Delphi to Determine Research Priorities*. Planned issues include *Simple Survey Techniques*, *Developing the Dissemination Program*, and *Measuring Research and Development Impact*. Copies of these documents can be obtained by writing the Omnibus Project Director. New RIVES titles will be announced in PROBE and TEMPO.

MINI-CONFERENCES – *Discussions of Current Topics in Vocational Education*

In an attempt to bring information users together with information producers, the Bureau of Vocational Education conducted a mini-conference on Career Education Research in 1975. This was a one-day conference during which project directors made presentations concerning their results and discussed the implications of the studies with the conference participants. The mini-conference was so successful that it has been made a component of the Omnibus Project. Topics for this year's two mini-conferences are: Alternative Work Experience Programs and The Future of Vocational Education. Conference dates will be announced.

INNOVATE – *Abstracts of Documents in Vocational Education*

The Innovate system informs educators of the availabilty of research and development project final reports and project materials via a brochure abstract. By returning the reply card which comes with the Innovate abstract the user can receive copies of these materials in microfiche, audio or video cassette (where applicable), or paper.

QIS – *Quick Identification Search*

If you have access to PROBE, TEMPO, bibliographies or ERIC catalogs, you may want to locate your own material and merely phone or visit the Coordinator of Information Dissemination to give the identification or title number you require. In this case the turn-around time is about 48 hours from the time your request is received by the Omnibus Project Staff.

RESEARCH BACKGROUNDS – *Research and Development Starting Points*

Many times researchers find that their hardest task is the collection of background information which will give a "state of the art" for the research area in question. With this in mind the Omnibus Project has made available complete ERIC searches for each of the Resources Development Unit's research priority areas. The Research Backgrounds documents also include an information request form which the researcher can return to get microfiche copies of the documents which are abstracted in Backgrounds. Contact the Omnibus Project Director for copies.

ERIC – *Educational Resources Information*

If you would like a computer printout of ERIC documents, the Omnibus Project can provide it. When you receive the computer printout, which includes an abstract of the material contained in the original source, you can analyze the results yourself and request needed documents by identification number. The turn-around time for this search is dependent upon the topic and the depth of the search required.

ISO – *Inservice Orientation*

The Omnibus Project Staff, the Coordinator of Dissemination and the Resources Development Unit, upon request will visit your school or office to present a program designed to acquaint potential users with the purpose and operations of the Bureau of Vocational Education's research and development information dissemination program.

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